DOCUMENT RESUME

ED 111 277 HE 006 673

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TITLE Educational Experience of Part-Time University Students. Report 3. Factors Associated with Drop-out.
INSTITUTION Concordia Univ., Montreal (Quebec). Sir George Williams Campus. Dept. of Education.
PUB DATE Jun 75
NOTE 176p.; Not available in hard copy due to marginal legibility of original document; for Report 2, see HE 006 671

EDRS PRICE MF-$0.76 Plus Postage. HC Not Available from EDRS.
DESCRIPTORS *Adult Students; Demography; *Dropout Research; *Dropouts; Educational Background; Employment; Family Status; Financial Support; *Higher Education; Marital Status; *Part Time Students; Post Secondary Education; Residential Patterns; Student Characteristics; Travel
IDENTIFIERS Concordia University (Sir George Williams Campus); *Mature Students Qualifying Program

ABSTRACT

During the last decade the growth in part-time enrollment of Canadian universities has been greater than growth in full-time enrollment, and the trend is expected to accelerate. Focusing on the dropout, a phenomenon of major concern in part-time university education, survey was made of all new students registered in the Mature Students Qualifying Program at Sir George Williams University. The survey covers demographic variables, educational background, employment characteristics, residence, travel, parental background, financial support, and marital and family status. The dropout is a multidimensional phenomenon. No single factor could explain dropout from higher education. The need for further multidimensional analysis is apparent. The dynamics of dropout behavior might well turn out to be different among full- and part-time student populations. Results obtained here would tend to suggest that they are. (Author/KE)

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ED111277

EDUCATIONAL EXPERIENCE OF PART-TIME UNIVERSITY STUDENTS

Report 3

FACTORS ASSOCIATED WITH DROP-OUT.

DEPARTMENT OF HEALTH
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

June, 1975

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HE 005 673

ACKNOWLEDGEMENTS

My thanks to many students who gave up their valuable time to fill in the lengthy questionnaire.

Mimi Levy helped me with compilation and tabulation of data, Sarah Maritzer and Heather Thompson typed the first draft. Susanne Probst typed the final report. I am grateful for their help.

The Investigation was made possible by a grant from Programme de Formation des Chercheurs et d'Action Concerté, Ministère du Québec, and a grant from the Committee to Aid Scholarly Activities, Sir George Williams University.

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CHAPTER 1

INTRODUCTION

A technologically advanced society needs an ever increasing proportion of highly trained personnel. Traditionally, universities have been the main source of this manpower. We are currently witnessing an exponential growth in the rate of technological development. One of the first victims of this phenomenon of rapidly increasing pace of technological growth has been the prevailing assumption that formal education is best provided in an unbroken sequence of stages - elementary, secondary and post-secondary. It has also resulted in a number of approaches being tried as alternatives to the traditional unbroken sequences of formal education concentrated in the early years of life. Part-time university education is an example of such an approach. During the last decade the growth in part-time enrolment of Canadian universities has been greater than growth in full-time enrolment, and the trend is expected to accelerate (Statistics Canada, 1973).

It appears that part-time university education has finally emerged as an extremely important area of endeavour. Yet little research has been done to throw light on the psychological and social dynamics of part-time university education in Canada. The present series of investigations are aimed at filling a small part of that gap. Report 1 dealt with Part-time University Education in Montreal: Past, Present and the Future. Report 2 attempted to analyse the demographic background

of part-time students at Sir George Williams University in Montreal, and to study relationships between these factors and certain academic outcomes. The present study will focus on drop-out, a phenomenon of major concern in part-time university education.

Haygood (1971) provides data to suggest that only 5% of the part-time students studying for a degree program complete their studies. This would appear to suggest that, for part-time students, drop-out is a very serious problem. Brown, Knox and Groteluesches (1966) studied several university adult education programs for such factors as community size, institutional size and so on, to determine any differences that might exist between those who continue taking courses (persisters) and those who do not (drop-outs). They found that the persisters tend to be older and have higher verbal ability. Other work by Ulmer (1960) found no differences in age between those who persist and those who drop out. But Ulmer's sample was contaminated by the fact that a large proportion of those taking courses received subsistence allowance for attending.

Ulmer and Verner (1963) compared the rate of discontinuance of adults in an academic program at Meridian Mississippi Junior College on the following statistically identifiable variables - age, sex, marital status, course load, veteran non-veteran status, completion of prior semester, and distance travelled to the institution. All adults used in the Ulmer and Verner research were enrolled in an evening adult credit program leading to the Associate in Arts degree. All were registered in

regular freshman and sophomore level courses which met three evenings a week. During the four academic years selected for the study, the enrolment in the evening program totalled 1,200 students. Of this, 315 discontinued. A significantly lower rate of discontinuance was established for veteran students than non-veterans. Since veterans received financial assistance from the U.S. government which was withdrawn if studies were discontinued, the authors point out that this motivational incentive might have been important. Likewise a significantly lower rate of discontinuance was found for students admitted on the basis of General Educational Development (GED) test than for students who were high school graduates. The authors note that since GED students tended also to be veterans, this factor, rather than the basis of admission, might have been the more important influence in their lower rate of discontinuance. Studies by Dennison and Jones (1969), Beagle (1970), and Perkins (1971) show that students admitted on the basis of maturity do exceptionally well in university credit courses.

Most of the available research suggests that females drop out more often than males (Ulmer, 1960; Ulmer and Verner, 1963) especially if they are married, or are getting married (Hunt, 1967). Hunt found the major reasons why married females dropped out of university revolved around time and financial factors. Having young children or not being able to afford the cost of university courses were cited as the major barriers to attending. It is noteworthy, however, that the grade-point average of the married students who

had been attending and dropped out was higher than the grade-point average of single students. Beagle (1970) similarly found that the academic performance of female adult students was significantly higher than that of male adult students, yet female students in the Ulmer and Verner (1963) study showed a significantly higher rate of discontinuance ($p < .01$). It should be noted that the proportion of adult female students in the Meridian College program was small, ranging from 3 to 14 percent in any one semester. No study reported has compared performance by marital status separately for males and females.

Other work by Zahn and others (Zahn, 1964; Zahn & Phillips, 1961) found that students with low academic ability tended to drop out of credit classes more often than students with high academic ability. Zahn (1964) suggests that feedback from examinations and grades determine which of the low achieving students will persist. Other factors such as anxiety were found to be insignificant in terms of the drop-out problem.

Although financial reasons seem to be the major causes of drop-out, Louttit (1968) found that other related factors precipitate student leaving. Many stop attending evening university because of a lack of desired courses or because they transfer to the day division. This transfer seemingly goes unnoticed by most researchers, as do other possibilities like accomplishment of educational goals, or transfer to another city. Louttit's results suggest that Haygood's (1971) deflated degree success percentage (5%) may have been affected by

many overlooked factors that were decreasing enrolment and inflating the drop-out figures. Many of the students who stopped taking courses should not have been labelled 'drop-out' with all its connotations of ailure. Alfred (1972) studied a sample of 1,802 evening university students to determine factors affecting drop-out. He found that more females than males withdrew and that the distance of student's residence from college was an important variable. Boshier (1973) on the other hand, failed to link any factor in the personal background of the student with drop-out. He stresses the role of institutional environment as the prime determining factor. So, according to Boshier, a student who discontinues in a given institution might be a prime candidate to complete his program in another institution. Generalizations from one institution to the other are, therefore, very risky. Similarly, Eagle (1972) failed to establish any relationship between entry variables and dropping out. No significant differences between persisters and drop-outs were found in high school average, high school curriculum, reading score, type of high school attended. Willet (1973) compared persisters and drop-outs. No relationship was established between drop-out and number of hours the student was employed. The drop-outs gave personal rather than academic reasons for discontinuing with university studies.

It is obvious that many factors influence a student's decision to stop taking evening university credit courses. Included in the factors are variables that do have some but not crucial effect on

the decision to stay or not to stay in the university. These factors include anxiety scores (Zahn, 1964; Zahn & Phillips, 1961), distance to school and previous successful semester completion. (Ulmer, 1960, Ulmer & Verner, 1963). Interestingly enough, two factors seem to lower the drop-out rate. Having the courses taught one day a week as opposed to several days a week (Ulmer, 1960), and the type of high school diploma obtained. Adults who do not have a regular high school diploma tend to persist better than those who do (Ulmer, 1960). However, a note of caution must be introduced before accepting these results. The sample used by Ulmer (1960) contained a disproportionate number of veterans paid for attending evening university courses and this might well affect the generalizability of results.

The main focus of 'drop-out research' appears to have been other than part-time undergraduate students. Recent studies have reported factors affecting survival in Graduate schools (Sells, 1973), Freshman Year following an open admissions policy (Lavin & Jacobson, 1973), and in university correspondence courses (Harter, 1969). Astin (1972) obtained a representative sample of 217 institutions including 2-year and 4-year colleges in the U.S., and developed a national profile of college drop-outs. His data, however, was restricted to full-time students. In Canada, Mehra (1973) reported the nature and extent of full-time student drop-out from the freshman class at University of Alberta.

Tinto (1975) has recently published a theoretical synthesis of the research in the field of drop-out from higher education. He points out that with few exceptions, notably those by Spady (1970,71) and

Rootman (1972), most studies in this area have been descriptive rather than analytical in nature. Tinto's very large bibliography, however, makes scant reference to studies of factors affecting drop-out among part-time students.

A very brief survey of the research discussed above demonstrates that while some research workers have stressed the importance of personal and demographic factors as predictors of drop-outs, others have pointed their fingers at institutional environmental factors. Although some investigations of the drop-out problem among part-time students have been done in the United States, no such studies have been conducted in Canada. On the whole, there is an acute shortage of sound empirical studies in this area.

Sir George Williams campus of Concordia University presents a rather unique picture. The number of part-time students far exceeds that of full-time students. The day and evening divisions are fully integrated in terms of faculty, student courses, curriculum, and academic standards. It is unusual to find a class composed entirely of part-time students. All faculty are expected to teach in the evening as a part of their regular teaching duties and <u>not</u> on an overload basis. This represents a pattern that appears likely to be adopted by many Canadian universities in the future. In such an institutional framework it is proposed to study factors affecting drop-out in the part-time student population of Sir George Williams campus of Concordia University.

CHAPTER 2

THE RESEARCH DESIGN

The present study is a continuation of the basic study described in Report 2 - Educational Experience of Part-time University Students: Social Characteristics and Academic Achievement. The data in both Reports 2 and 3 is drawn from the common pool of data obtained through postal questionnaire and student records.

The Sample

As in Report 2, the sample consisted of all new students who registered in the Mature Students Qualifying Program at Sir George Williams University in the fall of 1971. A total of 932 students were sent a questionnaire (Appendix A) by mail. This was followed up with a request to return the questionnaire for those who failed to respond. The postal follow-up was then continued through three rounds of telephone follow-up. As a result a total of 630 completed responses were obtained. This represents 67.6% of the total sample. Of the students who did not respond 136 could not be traced because they had moved without leaving a forwarding address, 38 declined to complete the questionnaire, and 128 did not respond even after one postal and three separate telephone requests.

For the purpose of the present study , the original sample was divided into two groups - Drop-outs (N = 273) and Continuing (N = 357).

depending on whether they did or did not register with Sir George Williams University a year later, i.e. in the fall of 1972. Since the Mature Student Qualifying Program could not be completed in one year on a part-time basis, the drop-out group represents students who left this program, at least temporarily, before September 1972.

The Measuring Instrument

The questionnaire (Appendix A) was employed as the chief measuring instrument in the study. Data on courses attempted, courses completed, grades and registration was obtained from the records kept at the Registrar's office.

A questionnaire consisting of 168 items was developed after extensive discussion with many professors and students. This was then submitted to 78 part-time students in two advanced undergraduate classes for completion. The aims of the proposed study were explained and the students were then asked to comment on the validity of the individual items. As a result of these comments, 62 items were dropped from the revised version of the questionnaire. The revised version was then again submitted to 54 part-time students in two advanced undergraduate classes, for completion and comments. As a result of this exercise 35 further items were dropped from the questionnaire. The remaining items, thus, formed the questionnaire (Appendix A) employed in this study. Since, for the most part, the questionnaire attempts to obtain factual information, and since it does not result in a global score,

the well-established methods of determining reliability and validity were not applicable in this case.

Analysis

The data was transferred to computer cards and analysis carried out. Many students failed to answer all items on the questionnaire. Such partially completed questionnaires were, nevertheless, included in the analysis. The analysis of the various variables, therefore, shows a category of missing responses. These missing responses correspond with the number of students who failed to respond to that particular item on the questionnaire.

Chi-square analysis was carried out to test the null hypothesis of no association between the variables.

CHAPTER 3

DEMOGRAPHIC VARIABLES

This chapter will study the differences between the persisters and drop-outs in terms of the usual demographic variable such as age, sex, nationality and marital status. Since Canada is a country of immigrants, and since 'New Canadians' formed a substantial part of student population at Sir George, it was decided to study the differences in the sample when divided by nationality as well as by country of birth. Similarly, many immigrant students reported a language other than English or French as their 'mother-tongue', yet they spoke English or French all the time. It was, therefore, decided to study the sample both in terms of mother-tongue and language commonly spoken at home.

TABLE NUMBER 1

Distribution of Sample by Age

GROUP	AGE GROUPS				
	20-25 YEARS	26-30 YEARS	31-35 YEARS	36-40 YEARS	41+ YEARS
CONTINUING	196 (55.4%)	99 (28.0%)	45 (12.7%)	10 (2.8%)	4 (1.1%)
DROP-OUTS	159 (58.7%)	68 (25.1%)	20 (7.4%)	12 (4.4%)	12 (4.4%)
DIFFERENCE	3.3%	2.9%	5.3%	1.6%	3.3%

VALID OBSERVATIONS - 625 SIGNIFICANCE - 5%

A G E

Table 1 illustrates the distribution of the sample by age, according to the number of students who remained in school and those who dropped out, the following year.

Chi-square was computed to study the statistical significance of the difference between the age-distribution of the continuing and drop-out groups.

Although the pattern created by the data resulted in significance at the .05 level, the actual differences between the two groups for all given age groups did not exceed six percent.

When compared with the continuing group, a slightly higher percentage of drop-out were found in the '20-25', '36-40', and '41+' groups; while a slightly lower percentage was produced by the '26-30' and '31-35' age brackets. In view of the small differences between the two groups, it might be concluded that age did not appear to be a major influence upon the decision to continue with part-time education.

The findings in Table 1 complement the results obtained in Report 2, whereby, it was noted that the age of the respondent did not appear to be a significant factor in academic performance and achievement, at the university level.

TABLE NUMBER 2

Distribution of Sample by Sex

GROUP	SEX GROUPS	
	MALE	FEMALE
CONTINUING	204 (57.1%)	153 (42.9%)
DROP-OUTS	203 (74.4%)	70 (25.6%)
DIFFERENCE	17.3%	17.3%

MISSING OBSERVATIONS - 0 SIGNIFICANCE - 1%

S E X

The distribution of the drop-out and continuing group, according to sex, is described in Table 2. The data presented indicates that 75% of the drop-out group were males, while only 57% of the continuing group were males. Females in the sample had a comparatively higher rate of continuation into the second year at university. The difference between the distribution by sex in the drop-out and continuing group was found to be significant at the .01 level. Clearly, proportionately more female respondents are staying in school for the second year, than male respondents. As observed in Report 2, a larger number of males than females enrolled for part-time studies. Females, thus, form a more selective sample of the total female population than do males of the total male population. If this hypothesis about greater selectivity of females is valid, fewer females than males should be expected to drop out. The data obtained confirms this assumption.

The findings produced by Table 2, correspond with the results yielded by Report 2; whereby, it was noted that females, although not attempting as many credits as males, tend to obtain more credits and attain significantly higher G.P.A. Academically, females proved to be performing at a higher level than males. In view of the findings in this report and in Report 2, it can be concluded that the selective sample of females who undertake part-time studies are probably, initially more motivated to complete their studies and possibly come from an intellectually, superior level of the general female population.

TABLE NUMBER 3

Distribution of Sample by Nationality

GROUP	NATIONALITY		
	CANADIAN	LANDED IMMIGRANT	OTHER
CONTINUING	239 (68.1%)	104 (29.6%)	8 (2.3%)
DROP-OUTS	202 (74.5%)	66 (24.4%)	3 (1.1%)
DIFFERENCE	6.4%	5.2%	1.2%

MISSING OBSERVATIONS - 8

SIGNIFICANCE - NONE

NATIONALITY

Table 3 shows that proportionately more Canadians dropped out than students who held a non-Canadian nationality; while roughly 75% of drop-outs were Canadian, approximately 68% of those continuing were Canadians.

The difference between the continuing and drop-out groups, however, was not found to be statistically significant at the .05 level of confidence. The data produced in Table 3, does not demonstrate a relationship between nationality and continuation with part-time studies.

The data, though not statistically significant, is in the expected direction as would be predicted from the findings witnessed in Report 2. Canadian respondents appeared to be less motivated than either of the two nationality groups. This lack of motivation evidenced in Report 2, may account for the higher drop-out rate for Canadians as compared with both the 'landed immigrant' and 'other' groups.

TABLE NUMBER 4

Distribution of Sample by Country of Birth

GROUP	COUNTRY OF BIRTH			
	CANADA	EUROPE	U.S.A.	OTHER
CONTINUING	199 (56.1%)	78 (22.0%)	6 (1.7%)	72 (20.3%)
DROP-OUTS	170 (62.3%)	61 (22.3%)	0 (0%)	42 (15.4%)
DIFFERENCE	6.2%	.3%	1.7%	4.9%

MISSING OBSERVATIONS - 2

SIGNIFICANCE - 5%

COUNTRY OF BIRTH

Table 4, illustrates the distribution of the sample by country of birth according to the number of students who remained in school and those who dropped-out before the second year. A greater proportion of students born in Canada dropped out (62.3%) than continued (56.1%). Students born in a country other than Canada, European country or the United States had a proportionately lower drop-out rate than any other group.

The data produced by Table 4, reached the five percent level of confidence, however, actual differences between the continuing and drop-out groups were not all that great. This would suggest that the student's country of birth has a low relationship with his decision to enter the second year of school.

Despite the minor differences noted in Table 4, findings are in the expected direction as would be predicted from the results in Report 2, whereby, Canadian-born students appear to be less motivated to register in courses and attain lower G.P.A. scores than all other groups. Possibly, the lower level of academic standards of Canadian-born students, influenced their decision not to continue with their schooling into the second year.

TABLE NUMBER 5

Distribution of Sample by Mother Tongue

GROUP	MOTHER TONGUE		
	ENGLISH	FRENCH	OTHER
CONTINUING	205 (57.6%)	59 (16.6%)	92 (25.8%)
DROP-OUTS	175 (64.1%)	38 (13.9%)	60 (22.0%)
DIFFERENCE	6.5%	2.7%	3.8%

MISSING OBSERVATIONS - 1

SIGNIFICANCE - NONE

MOTHER TONGUE

Table 5 illustrates the distribution of the sample by mother tongue according to the number of students who continued and those who dropped-out after the first year at university. A greater proportion of students whose mother-tongue was English dropped-out than continued after their first year of school, yielding a difference of 6.5% in favour of the drop-out group.

It is interesting to note that having a language other than English as mother-tongue is not a factor conducive to dropping out of an English language university.

The data presented by Table 5 did not reach a level of significance, nor are actual differences between the two groups all that large; thus, it can be concluded that the students' mother tongue does not influence their decision to continue with their part-time education.

TABLE NUMBER 6

Distribution of Sample by Home Language

GROUP	HOME LANGUAGE		
	ENGLISH	FRENCH	OTHER
CONTINUING	243 (68.3%)	55 (15.4%)	58 (16.3%)
DROP-OUTS	216 (79.1%)	30 (11.0%)	27 (9.9%)
DIFFERENCE	10.8%	4.4%	6.4%

VALID OBSERVATIONS - 629 SIGNIFICANCE - 1%

HOME LANGUAGE

The distribution of the drop-out and continuing group, according to home language is described in Table 6. A difference of 10.8% was obtained for the English-speaking sample between the continuing and drop-out percentage in favour of the latter group. The drop-out rate for English-speaking students is proportionately higher than for the other two groups. In both the 'French' and 'Other' group, a greater proportion of students continued than dropped-out after their first year of school.

The data produced by Table 6, demonstrates fairly large differences between the continuing and drop-out groups, reaching the one percent level of confidence. This would indicate that the students' home language is related to their decision to remain at school.

These findings complement the results produced by Report 2, whereby it was found that English-speaking respondents attempt and obtain fewer credits than either the 'French' or 'Other' group. Once again, it may be that the English-speaking students' initial lack of motivation to take on more courses for the first year affects their decision to continue with studies in the second year at university.

TABLE NUMBER 7

Distribution of Sample by Marital Status

GROUP	MARITAL STATUS GROUPS			
	SINGLE	MARRIED	DIVORCED	SEPERATED
CONTINUING	195 (54.6%)	153 (42.9%)	8 (2.2%)	1 (.3%)
DROP-OUTS	129 (47.3%)	136 (49.8%)	3 (1.1%)	5 (1.8%)
DIFFERENCE	7.3%	6.9%	1.1%	1.5%

VALID OBSERVATIONS - 630 SIGNIFICANCE - 5%

MARITAL STATUS

Table 7, illustrates the distribution of the sample by marital status according to the proportion of students who continued and those who dropped out after their first year of school. Proportionately more single students were continuing than dropping out, yielding a difference of 7.3% in favour of the former group. Married students had a proportionately higher rate of drop-outs than any other group.

The data in Table 7, reveals a pattern which reached significance at the five percent level of confidence, suggesting that there is a relationship between the students' marital status and his decision to continue part-time studies.

In Report 2, it was noted that married students, regardless of their possible greater pre-occupations and commitments over single persons do not perform at a lower academic level than single students. However, findings in Table 7, indicate that for one reason or another, a greater proportion of married students dropped out than continued after the first year of school. In view of the findings in the two reports, it could be suggested that although married students did not perform at a lower level than all other marital groups in the first year of school, a large portion of the married students found that academic requirements had conflicted or would be conflicting with their other pre-occupations and, hence, decided to discontinue their education for the coming year. The arrival of children, anticipation of starting a family, or an increase in other family commitments may have also influenced the married students' decision to remain at school.

CHAPTER 4

EDUCATIONAL BACKGROUND

This chapter focuses on the analysis of the relationship between drop-out and the nature and amount of course work envisaged and undertaken by the student. Factors examined include the number of courses in which the student was enrolled, how many of these were required courses or electives, and the number of courses the student anticipated taking in the following academic year. Since the courses concerned included both full (two-term) and half (one-term) courses, half course was used as the unit of analysis. A full course was treated as equivalent of two half courses.

Prior preparation for university courses was then examined for its relationship with drop-out. Whether the student had obtained high school diploma, if there was delay between the completion of high school and university entry, the length and reasons for such delay, the level of educational attainment at high school, if any grades were repeated in high school, type of high school attended, and any other special training prior to university entry were studied for their relationship with continuation of university studies into the second year.

TABLE NUMBER 8

Distribution of Sample by Half-course Enrollment

GROUP	NUMBER OF HALF-COURSES TAKEN				
	2½ HALF-COURSES OR LESS	3-4 HALF-COURSES	5-6 HALF-COURSES	7-8 HALF-COURSES	8+ HALF-COURSES
CONTINUING	80 (22.5%)	168 (47.2%)	93 (26.1%)	11 (3.1%)	4 (1.1%)
DROP-OUTS	78 (28.8%)	131 (48.3%)	45 (16.6%)	13 (4.8%)	4 (1.5%)
DIFFERENCE	6.3%	1.1%	9.5%	1.7%	.4%

VALID OBSERVATIONS -627 SIGNIFICANCE - 5%

HALF COURSE ENROLLMENT

Table 8, shows the distribution of the sample by half-course enrollment according to the number of students who continued and those who dropped-out of school after the first year at university. The difference for students who had previously taken two and a half, half-courses between those who had continued and those who dropped-out is 6.3% in favour of the latter group. In addition, a greater proportion of students who had previously registered with five to six half-courses were continuing rather than dropping-out of school, yielding a difference of 9.5% in favour of the continuing group.

The data in Table 8, reveals a pattern suggesting that there may exist a relationship between the number of half-courses the student takes in the first year and the decision to continue with studies after the first year of school. The data reached significance at the .05 level.

The data provided by Table 8, confirms findings from Report 2 where it was noted that students who register with the minimum amount of half-courses attain lower G.P.A. scores than all other groups. Report 2 offered two possible explanations for such findings: (1) students who register with few courses may lack the motivation to pursue their education and achieve high academic standards, or (2) students in this group might have been apprehensive about the demands university programs and/or uncertain of its potential benefits and were, therefore, just testing out the program and their ability to cope with this level of study.

Either one of these two explanations may have accounted for the higher rate of drop-outs in the '2½ - half-courses' group.

Report 2 does not give data to account for the proportionately higher rate of continuing students in the '5-6 half-course' group. It is difficult to speculate as to why relatively fewer students drop-out than continued in this group as a variety of factors may be influencing the data.

TABLE NUMBER 9

Distribution of Sample by Number of Required Half-Courses

GROUP	NUMBER OF REQUIRED HALF-COURSES TAKEN				
	2½ HALF-COURSES OR LESS	3-4 HALF-COURSES	5-6 HALF-COURSES	7-8 HALF-COURSES	8+ HALF-COURSES
CONTINUING	96 (31.3%)	146 (47.6%)	56 (18.2%)	9 (2.9%)	0 (0%)
DROP-OUTS	87 (37.7%)	95 (41.1%)	32 (13.9%)	13 (5.6%)	4 (1.7%)
DIFFERENCE	6.4%	6.5%	4.3%	2.7%	1.7%

VALID OBSERVATIONS - 538 SIGNIFICANCE -5%

NUMBER OF REQUIRED HALF-COURSES

Table 9. illustrates the distribution of the sample by the number of required half-courses taken according to the number of students who remained in school and those who dropped-out after the first year at university. Students who had previously been required to take 2½ to 4 half-courses had proportionately, a higher rate of drop-outs than continuing students. Respondents who had been required to take five to six half-courses in the first year at school had comparitively, the lowest drop-out rate, with a difference of roughly four percent more students continuing than dropping-out. Proportionately more students who had been required to register with seven or more half-courses were dropping-out the following school year. A bell-shaped curve is witnessed in the pattern presented by Table 9, whereby the extreme groups, those registered with either 2½ to 4 required half-courses and seven or more required half-courses experienced a proportionately higher drop-out rate, with the middle group, 5-6 required half-courses, experiencing the lowest drop-out rate.

The data in Table 9, reached the .05 level of significance suggesting that there may be a relationship between the number of required half-courses a student has taken in the first year of school and the decision to remain at school for the second year. Actual differences between the drop-out and continuing group, however, are not all that large.

Report 2 showed that students registered with seven to eight half-courses obtained higher G.P.A. scores than all other groups, reaching a significant level in two out of four group contrasts; however, Table 9, reveals that this group was experiencing a proportionately higher drop-out rate than the continuing rate. These conflicting findings between the two reports can be explained by one of two ways: (1) students in this group found the course

load too demanding and time-consuming and might have been required to discontinue their studies in the following year as a result of added preoccupations or (2) the total number of students included in this group is quite small (n=22) and therefore findings in both reports may not necessarily be related to the number of required half-courses taken, but to individual specific factors.

TABLE NUMBER 10

Distribution of Sample by Anticipated Courses in Fall Session

GROUP	NUMBER OF COURSES ANTICIPATED IN FALL SESSION				
	2½ HALF-COURSES OR LESS	3-4 HALF-COURSES	5-6 HALF-COURSES	7-8 HALF-COURSES	8+ HALF-COURSES
CONTINUING	67 (20.1%)	163 (48.9%)	94 (28.2%)	7 (2.1%)	2 (.6%)
DROP-OUTS	64 (26.2%)	110 (45.1%)	49 (20.1%)	19 (7.8%)	2 (.8%)
DIFFERENCE	6.1%	3.8%	8.1%	5.7%	.2%

VALID OBSERVATIONS - 577 SIGNIFICANCE - 1%

ANTICIPATED COURSES IN FALL SESSION

Table 10, illustrates the distribution of the sample by the number of half-courses the respondent anticipated taking in the fall-winter school session, according to the number of students who remained or dropped-out of school the following year. The group who anticipated enrollment in 2½ half-courses the following year obtained, proportionately, the highest rate of drop-outs, yielding a difference of roughly six percent in favour of the drop-out group. In addition, for students who claimed they were expecting to register with seven to eight half-courses in the fall session there was a difference of 5.7% between the continuing and drop-out group in favour of the latter group. The '5-6 half-course' group experienced, comparatively, the lowest rate of drop-outs with a proportionately greater percentage of students continuing school rather than dropping-out (difference = 8.1%).

The data produced by Table 10, reached significance at the one percent level of confidence indicating that there may exist a relationship between the number of half-courses a student anticipates taking in the coming school year and the actual decision to remain in school that very year.

It is interesting to note that students who were anticipating to take more than seven half-courses in the coming session experienced proportionately a higher rate of drop-outs than continuing students. It would be expected that students who anticipated carrying a heavy load of courses in the coming year were highly motivated to continue their studies for one reason or another. The finding that students anticipating to enroll in 2½ half-courses in the fall, obtained a proportionately higher rate of drop-outs is in accordance with the assumption that lack of initial enthusiasm or drive in the first school year carries over to the second year and affects the students' decision to continue with their studies.

TABLE NUMBER 11

Distribution of Sample by Possession of High School Diploma

GROUP	POSSESSION OF HIGH SCHOOL DIPLOMA	
	YES	NO
CONTINUING	262 (75.7%)	84 (24.3%)
DROP-OUTS	176 (64.9%)	95 (35.1%)
DIFFERENCE	10.8%	10.8%

VALID OBSERVATIONS - 617 SIGNIFICANCE - 1%

POSSESSION OF HIGH SCHOOL DIPLOMA

The distribution of the sample by possession of high school diploma according to whether the student remained or dropped-out of school the second year at university is shown in Table 11. The difference for students who had obtained their high school diploma between continuing and drop-out groups was 10.8% in favour of the former group. Therefore, a greater percentage of students who had not obtained their high school diploma chose to drop-out of school the following year in comparison to those who had not obtained their diploma, but stayed on.

The data in Table 11, produced a statistical significance at the .01 level of confidence suggesting that the students' possession of a high school diploma is related to his decision to continue with school into the second year at university.

The findings in Table 11 are in direct support with the results obtained in Report 2 where it was noted that compared to students who had not obtained their diploma tended to attempt/obtain more credits and attained significantly higher G.P.A. scores.

It appears that completion of high school education facilitates the process of adaptation at the university level. Or it may also be that the student who possesses a high school diploma has a greater appreciation for the potential benefits gained through education and, hence, strives harder at the university level.

TABLE NUMBER 12

Distribution of Sample by Delay Between High School Diploma and University Registration

GROUP	DELAY BETWEEN HIGH SCHOOL DIPLOMA AND UNIVERSITY REGISTRATION	
	YES	NO
CONTINUING	224 (85.2%)	39 (14.8%)
DROP-OUTS	136 (77.7%)	39 (22.3%)
DIFFERENCE	7.5%	7.5%

VALID OBSERVATIONS - 438 SIGNIFICANCE 5%

DELAY BETWEEN HIGH SCHOOL DIPLOMA AND UNIVERSITY REGISTRATION

Table 12 illustrates the distribution of the sample by whether there was a delay between the high school diploma and university registration according to the percentage of students who continued with or dropped-out of school. A difference of 7.5% was obtained between the percentage of students who had delayed their studies after completion of high school in favour of the group who continued. Students who entered university directly after high school experienced a proportionately higher incidence of drop-outs.

The data produced by Table 12 was significant at the five percent level of confidence suggesting that the delay or lack of delay between high school and university bears a relationship with the students' desire to continue their university studies into their second year.

The findings presented by Table 12, are in support of results obtained from Report 2, whereby it was noted that a delay between high school and university enabled the student to acquire a better idea of what were their needs and how to fulfill them. It may also be that students who have not gone directly into university from high school have been employed in a field and have grown to realize the advantages of education vis-a-vis their occupational goals. These explanations could account for the findings in Table 12 in so far as students who have a greater appreciation of education probably have a greater incentive to continue with their studies rather than dropping-out after the first year.

TABLE NUMBER 13

Distribution of Sample by Amount of Delay Between High School Diploma and University Registration

GROUP	YEARS OF DELAY BETWEEN HIGH SCHOOL DIPLOMA AND UNIVERSITY REGISTRATION				
	1 YEAR	2 YEARS	3 YEARS	4 YEARS	4+ YEARS
CONTINUING	13 (5.7%)	26 (11.4%)	31 (13.5%)	26 (11.4%)	133 (58.1%)
DROP-OUTS	10 (7.6%)	15 (11.5%)	15 (11.5%)	20 (15.3%)	71 (54.2%)
DIFFERENCE	1.9%	.1%	2.0%	3.9%	3.9%

VALID OBSERVATIONS - 360 SIGNIFICANCE - NONE

AMOUNT OF DELAY BETWEEN HIGH SCHOOL DIPLOMA AND UNIVERSITY REGISTRATION

Table 13 illustrates the distribution of the sample by the amount of delay between the high school completion and university registration according to the percentage of students who continued with or dropped-out of university after their first year.

The data produced by Table 13 did not reach a level of significance. In addition, actual differences between the continuing and drop-out group were slight. In conclusion, it would appear that the amount of delay between high school completion and university registration is not related to the students' decision to continue his studies after the first year of school.

TABLE NUMBER 14

Distribution of Sample by Reasons for Delay

GROUP	REASONS FOR DELAY									
	OUTSIDE STUDIES-SPECIAL TRAINING	WORK	UNIVERSITY UNIMPORTANT AT THE TIME	FINANCIAL DIFFICUL-TIES	COMBINATION OF 1-4	MARRIAGE	TRAVEL	UNDECIDED FIELD	IMMIGRATION LANGUAGE	OTHER
CONTINUING	41 (14.3%)	24 (8.4%)	21 (7.3%)	54 (18.8%)	28 (9.8%)	13 (4.5%)	6 (2.1%)	29 (10.1%)	20 (6.9%)	51 (17.8%)
DROP-OUTS	29 (19.1%)	12 (7.9%)	17 (11.2%)	25 (16.4%)	15 (9.9%)	9 (5.9%)	0 (0.0%)	7 (4.6%)	9 (5.9%)	29 (19.1%)
DIFFERENCE	4.8%	0.5%	3.9%	2.4%	0.1%	1.4%	2.1%	5.5%	1.0%	1.3%

SIGNIFICANCE - NONE

REASONS FOR DELAY

Table 14 illustrates the distribution of the sample by reason for delay between highschool completion and university registration according to the percentage of students who remained at school and those who dropped out before their second year at university.

The data did not reach significance. There are, however, certain noted differences which require attention: Students who had delayed university registration due to uncertainty about the field they wished to enter had a greater proportion of continuing than drop-out candidates, yielding a difference of 5.5% in favour of the former group. This finding confirms the expectation that students who have delayed entry to university as a consequence of being undecided about their field of interest , presumably have sought to identify their field of interest during the period of delay. Hence, once engaged in university activities they may have clearly defined goals which enhance the possibility of their continuing school.

Students who listed financial difficulties as the reason for delay have a proportionately lower incidence of drop-out. It would be expected that if financial difficulties remained as the only reason for delay, once these difficulties had been overcome, marked by the student's entry to school, that the student may strive to complete school due to the fact that he had:

a) presumably combated the significant barrier to university registration and

b) having combated this barrier, his motivation to continue with school may be intensified.

Students who listed the need to travel as the reason for delay, did not drop out, but continued school, after their first year. Admittedly the number of students included in this group is quite small (n=6), however, it is none the less interesting to note that all students in this group, having satisfied their need to travel after high school, decided to stabilize their lives and seriously pursue their education, at least for two years.

Students who listed marriage as the reason for delay had a proportionately higher drop-out rate. The most obvious explanation is that these students who did drop-out, may have encountered additional marital commitments, possibly the start of a family, which hampered their further participation in educational activities.

Students who had delayed entry into university because they thought university unimportant at the time had a proportionately higher drop-out rate. Evidently many of them, after giving it a try, did not consider staying at university worth the effort.

The above noted observations, were highlighted because they suggest the presence of a relationship between the specific reason for delay and the decision to continue school into the second year of studies. However, due to the fact that the data did not reach significance, the validity of these observations is debatable.

TABLE NUMBER 15

Distribution of Sample by Average Mark of High School Matriculation

GROUP	AVERAGE MARK OF HIGH SCHOOL MATRICULATION				
	60%	61 - 65%	66 - 69%	70 - 79%	80%
CONTINUING	20 (8.7%)	68 (29.6%)	55 (23.9%)	62 (27.0%)	25 (10.9%)
DROP-OUTS	9 (6.3%)	44 (30.6%)	42 (29.2%)	38 (26.4%)	11 (7.6%)
DIFFERENCE	2.4%	1.0%	5.3%	.6%	3.3%

VALID OBSERVATIONS - 374

SIGNIFICANCE - NONE

AVERAGE MARK OF HIGH SCHOOL MATRICULATION

The distribution of the sample by the average mark of high school matriculation, according to the percentage of students who continued or dropped-out of school, is shown in Table 15.

The actual difference between the continuing and drop-out group for any given matriculation bracket is slight. A pattern suggesting a relationship between high school matriculation mark and the decision to continue/drop-out of university studies after the first year, does not emerge from the data. The data produced by Table 15 did not reach significance.

Taking into consideration the results from Table 15 and findings from Report 2, it would appear that although the student's average high school matriculation mark is related to his academic performance and achievement at the university level, this factor does not seem to influence the student's decision to remain at school for the second year.

TABLE NUMBER 16

Distribution of Sample by Repeat of High School Grade

GROUP	REPEATED AT LEAST ONE HIGH SCHOOL GRADE	
	YES	NO
CONTINUING	97 (29.7%)	229 (70.3%)
DROP-OUTS	102 (41.1%)	146 (58.9%)
DIFFERENCE	11.4%	11.4%

VALID OBSERVATIONS - 574 SIGNIFICANCE - 1%

REPEAT OF HIGH SCHOOL GRADE

Table 16 illustrates the distribution of the sample by whether or not the student repeated any high school grades, according to the percentage of students who remained or dropped-out of school before their second year.

The data in Table 16 witnesses fairly large differences between the percentage of students who remained at school and those who dropped-out. For those students who had experienced failure at the high school level, a difference of 11.4% was found between those who continued and those who dropped-out, in favour of the latter group. A greater proportion of students who had successfully passed every grade in high school, continued into the second year of schooling. The data from Table 16 was found to be significant at the one percent level of confidence. In view of the findings, it would seem that successful completion of high school grades is related to the decision to continue with studies beyond the first year at university.

Considering the observations from Table 16 and findings noted in Report 2, it seems that students who have experienced failure at the secondary level, not only have a higher incidence of drop-outs but, also, their academic performance while in school is lower than the other group of students who had successfully passed every grade in high school.

It may be that the failure at the secondary level, creates certain doubts within the student as to whether he is able to cope with the university workload and be successful at school. In turn, this apprehension may grow into apathy which would explain findings both from this Report and Report 2. Another possible reason for the findings might be that the group who did experience failure in high school was composed of an intellectually inferior caliber of students as compared with the other group of students.

TABLE NUMBER 17

Distribution of Sample by Type of High School Attended

GROUP	TYPE OF HIGH SCHOOL ATTENDED				
	PRIVATE SCHOOL	PUBLIC HIGH SCHOOL	EVENING HIGH SCHOOL	CORRESPON-DENCE	OTHER
CONTINUING	30 (11.3%)	188 (70.7%)	38 (14.3%)	3 (1.1%)	7 (2.6%)
DROP-OUTS	19 (10.3%)	114 (61.6%)	43 (23.2%)	1 (.5%)	8 (4.3%)
DIFFERENCE	1.0%	9.1%	8.9%	.6%	1.7%

VALID OBSERVATIONS - 451 SIGNIFICANCE - NONE

TYPE OF HIGH SCHOOL ATTENDED

Table 17 illustrates the distribution of the sample by type of high school attended according to the percentage of students who remained or dropped-out of school after their first year at the university. A greater proportion of students who had attended a public high school remained at school, rather than dropping-out, yielding a 9.1% difference in favour of the continuing group. The 'evening high school' group witnessed a proportionately higher incidence of drop-outs than any other group, yielding a difference of 8.9% in favour of the drop-out group.

Aside from the fairly large differences between the continuing and drop-out groups, mentioned above, other produced differences were slight. The data from Table 17 did not reach significance.

Report 2, did not produce findings which suggest that the type of high school attended affects the number of credits attempted/obtained and G.P.A. It would thus appear that the type of high school attended does not bear a strong relationship to the educational outcomes investigated in this study.

TABLE NUMBER 18

Distribution of Sample by Special Training Prior to University

GROUP	TYPE OF SPECIAL TRAINING PRIOR TO UNIVERSITY				
	TECHNICAL - TRADE	COMMERCIAL BUSINESS SECRETARIAL	I.B.M. ELEC-TRONCIS - COMPUTERS	PROFFES-SIONAL	OTHER
CONTINUING	50 (25.5%)	62 (31.6%)	32 (16.3%)	24 (12.2%)	28 (14.3%)
DROP-OUTS	56 (39.2%)	30 (21.0%)	33 (23.1%)	5 (3.5%)	19 (13.3%)
DIFFERENCE	13.7%	10.6%	6.8%	8.7%	1.0%

VALID OBSERVATIONS - 339 SIGNIFICANCE - 1%

SPECIAL TRAINING PRIOR TO UNIVERSITY

Table 18 illustrates the distribution of the sample by special training prior to university, according to the percentage of students who remained at school after their first year.

The group who had previously been involved with training of a technical or trade nature witnessed, proportionately the highest drop-out rate as compared to any other group. For this group a difference of 13.7% was offered in favour of the drop-out group. Students who had previously enrolled with either a commercial or secretarial form of training had a proportionately higher continuing rate than any other group, yielding a difference of 10.6% in favour of the continuing group. A proportionately higher rate of drop-outs was found for students who had previously been engaged in electronic or computer courses. Students, having had training in a professional field prior to university registration, on the whole, remained at school for their second year, as opposed to dropping-out (dif. = 8.7 for continuing).

Clearly the data in Table 18 produces fairly large differences between the continuing and drop-out group. In addition the data reached significance at the one percent level of confidence. These observations would appear to suggest that the type of training prior to university registration may have an affect upon the student's decision to remain at school for his second year.

Findings obtained from Report 2 concerned with the effect of special training prior to university upon the number of credits attempted/obtained and G.P.A. in the first school year did not produce any significant pattern. Hence, it may be concluded that special training prior to university does not affect scholastic achievement but may play a role in the student's persistance to continue into his second year of schooling.

CHAPTER 5

EMPLOYMENT CHARACTERISTICS

The various employment variables are examined here for their possible relationship with part-time student drop-out. A comparison is made between drop-out rate of part-time students who were employed and those who were not, those who held a full-time job as against a part-time job. The nature of occupation, the average number of hours spent on the job, the degree of supervisory function performed, is looked into. An attempt is made to analyse the student profile in terms of job mobility, total number of years spent working, number of firms worked for, and the length of employment with the present firm. The importance of the present job and university studies for future career aspirations is then examined. Relationship between drop-out and employer attitude towards studies undertaken by the student, and the extent of interference between studies and job demands is looked into.

TABLE NUMBER 19

Distribution of Sample by Employment Status

GROUP	EMPLOYMENT STATUS	
	EMPLOYED	NOT EMPLOYED
CONTINUING	316 (88.5%)	41 (11.5%)
DROP-OUTS	252 (92.3%)	21 (7.7%)
DIFFERENCE	3.8%	3.8%

VALID OBSERVATIONS - 630

SIGNIFICANCE - NONE

EMPLOYMENT STATUS

Table 19 illustrates the distribution of the sample by employment status, according to the percentage of students who continued with their second year of schooling. Students who were employed witnessed a proportionately higher incidence of drop-outs as compared with students who were not employed. However, the actual difference between the continuing and drop-out group was small (dif. = 3.8%). In addition, the data in Table 19 did not reach significance. These observations would suggest that the student's employment status does not affect his decision to remain at or drop-out of school.

Findings from Report 2 concerned with the effect of employment status upon the number of credits attempted/obtained and G.P.A. indicate that students who are not employed attempt significantly more credits and tend to obtain more credits and a higher G.P.A. score than students who are employed. The factor of greater time availability for non-working students was offered as a possible explanation of these findings. However, it does not appear that time availability affects a student's decision to remain or drop-out of school after their first year, in view of the results from Table 19.

TABLE NUMBER 20

Distribution of Sample by Nature of Occupation

GROUP	NATURE OF OCCUPATION				
	PROFESSIONAL	BUSINESS COMMERCIAL	TECHNICAL	TRADE	NON-SKILLED
CONTINUING	43 (13.5%)	148 (46.5%)	80 (25.2%)	14 (4.4%)	33 (10.4%)
DROP-OUTS	38 (15.5%)	107 (42.5%)	78 (31.3%)	5 (2.0%)	22 (8.7%)
DIFFERENCE	2.0%	4.0%	6.1%	2.4%	1.7%

VALID OBSERVATIONS - 568

SIGNIFICANCE - NONE

NATURE OF OCCUPATION

Table 20 illustrates the distribution of the sample by nature of occupation, according to the number of students who continued with their schooling, beyond the first year. In general, the data produced in Table 20, relveals slight differences between the continuing and drop-out group, with the exception of two cases: (1) students employed in a field of business or commerce had, proportionately, the smallest drop-out rate as compared with all other groups, yielding a difference of 4.0% in favour of the continuing group; (2) students employed in a technical line of work produced the, proportionately, highest drop-out rate as compared with all other groups yielding a difference of 6.1% in favour of the drop-out group. These two exceptions are presented here as tentative observations, since the data did not reach the five percent level of significance.

TABLE NUMBER 21

Distribution of Sample by Part-time/Full-Time Employment

GROUP	PART-TIME/FULL-TIME EMPLOYMENT	
	FULL-TIME	PART-TIME
CONTINUING	300 (94.9%)	16 (5.1%)
DROP-OUTS	236 (93.7%)	16 (6.3%)
DIFFERENCE	1.2%	1.2%

VALID OBSERVATIONS - 568

SIGNIFICANCE - NONE

PART-TIME/FULL-TIME EMPLOYMENT

Table 21 illustrates the distribution of the sample by part-time/full-time employment, according to the percentage of students who pursued their studies beyond the first academic year.

The data produced in Table 21 does not yield a difference between the continuing and drop-out group, significant at the five percent level of confidence. From these observations it would appear that whether the working student is employed on a part-time or full-time basis is not a predictor of whether they will remain at or drop-out of school after the first academic year.

Findings from Report 2 indicate that students employed on a part-time basis obtain significantly more credits and attain significantly higher G.P.A. scores than students employed on a full-time basis. These results were accounted for by the explanation that students engaged on a full-time basis: (a) may have less available time for studies or (b) may be more commited and devoted to their occupation. However, students working on a full-time basis do not have a higher drop-out rate after the first year than part-time students. Presumably the degree of time availability and/or dedication to current job are not related to the decision to continue studies.

TABLE NUMBER 22

Distribution of Sample by Number of Hours in Work Week

GROUP	NUMBER OF HOURS IN WORK WEEK				
	10 HOURS OR LESS	11-20 HOURS	21-31 HOURS	31-40 HOURS	40+ HOURS
CONTINUING	9 (2.8%)	12 (3.8%)	18 (5.7%)	187 (59.0%)	91 (28.7%)
DROP-OUTS	1 (.4%)	10 (4.4%)	6 (2.4%)	170 (67.5%)	64 (25.4%)
DIFFERENCE	2.4%	0.6%	3.3%	8.5%	3.3%

VALID OBSERVATIONS - 568 SIGNIFICANCE - 5%

NUMBER OF HOURS IN WORK WEEK

Table 22 illustrates the distribution of the sample by the number of hours in the student's work week, according to the percentage of students who continued with studies beyond their first year. Actual differences between the continuing and drop-out group, for any given work-week bracket were slight with the exception of the group working 31 to 40 hours a week, which witnessed a comparatively, higher drop-out rate, yielding a difference of 8.5% in favour of this group. The data reached significance at the five percent level of confidence. However, the differences obtained were small.

Findings compiled from Report 2, reveal that the number of hours in the student's work-week is related to his achievement at school (i.e.--number of credits obtained and G.P.A.) but not necessarily to the number of credits attempted. There exists an inverse relationship between the number of hours in the work week and scholastic achievement; the greater the hours in the work-week, the poorer the achievement level at school. To account for this pattern, Report 2 claimed that time availability and/or dedication to work may, in part, be responsible for the data. However, in view of the data produced by Table 22, it would appear that these two factors, time availability and/or dedication to work are not related to the student's decision to either remain at or drop-out of school after their first year.

TABLE NUMBER 23

Distribution of Sample by Degree of Supervisory Function of Job Position

GROUP	DEGREE OF SUPERVISORY FUNCTION OF JOB POSITION				
	NO SUPER-VISION	LITTLE SUPER-VISION	MODERATE SUPER-VISION	MUCH SUPER-	VERY MUCH SUPERVISION
CONTINUING	66 (23.3%)	76 (26.9%)	74 (26.1%0	49 (17.3%)	18 (6.4%)
DROP-OUTS	62 (29.7%)	50 (23.9%)	40 (19.1%)	40 (19.1%)	17 (8.1%)
DIFFERENCE	6.4%	3.0%	7.0%	1.8%	1.7%

VALID OBSERVATIONS - 492

SIGNIFICANCE - NONE

DEGREE OF SUPERVISORY FUNCTION OF JOB POSITION

The distribution of the sample by the degree of supervisory function of job position, according to the percentage of students who continued with their studies beyond their first academic year is demonstrated in Table 23.

The data in Table 23 does not give rise to any observable pattern. Actual differences between the continuing and drop-out group, on the whole, were slight with the exception of students responsible for moderate supervision at work, who witnessed, proportionately, the highest continuing rate, yielding a difference of seven percent in favour of the continuing group. In addition, the data did not reach significance. In view of these findings it would appear that the degree of supervisory function of job position is not related to the student's decision to continue with his studies after the first year.

Findings obtained from Report 2, suggest that there is a relationship between the degree of supervisory position and the number of credits obtained and G.P.A. It appears that students who are involved in very many supervisory functions at work, achieve relatively more than groups who have, comparatively, fewer supervisory responsibilities. Report 2 suggested that it was conceivable that the group occupying a position, high in supervisory functions, were required to be responsible at work and, in turn, this responsibility in the academic ability and greater aspirational level, accounted for this group's better performance.

If a strong sense of responsibility complemented by a higher academic ability did in fact affect the results in Report 2, it would be expected that this factor would influence the student's decision to remain at school, however, Table 23 does not suggest such a relationship.

TABLE NUMBER 24

Distribution of Sample by Number of Working Years

GROUP	NUMBER OF WORKING YEARS				
	1 YEAR	2 YEARS	3-5 YEARS	6-10 YEARS	10+ YEARS
CONTINUING	26 (8.2%)	52 (16.5%)	99 (31.3%)	62 (19.6%)	77 (24.4%)
DROP-OUTS	17 (6.8%)	20 (7.9%)	73 (29.0%)	66 (26.2%)	76 (30.2%)
DIFFERENCE	1.4%	8.6%	2.3%	6.6%	5.8%

VALID OBSERVATIONS - 568 SIGNIFICANCE - 5%

NUMBER OF WORKING YEARS

Table 24 illustrates the distribution of the sample by number of working years, according to the percentage of students who continued their studies beyond the first academic year.

The data produced in Table 24 does present a pattern, whereby the three groups of students who had been employed anywhere from one to five years had a, proportionately, higher continuing rate. Those students employed for two years witnessed an 8.6% difference in favour of the continuing group. Students, however, who had been employed for over six years had a, proportionately, higher drop-out rate, with the '6-10 years' group yielding a difference of 5.8% both in favour of the drop-out group. The data was significant at the five percent level of confidence.

From the data it can be inferred that students who have been exposed to a working environment for over six years may have difficulty adapting to an academic milieu. These students try to adjust to the university surroundings within the first year but may not be able to cope with the adjustment, and consequently, they discontinue studies. Report 2 does not indicate that students who have been employed for more than six years have difficulty at school in respect to number of credits obtained and G.P.A. Another possible explanation which would take into consideration findings from both reports would be that students having been exposed for some time to the working world are disillusioned with the curriculum at school, finding it somewhat too theoretical and not related to their job needs, hence, they drop-out after their first year.

TABLE NUMBER 25

Distribution of Sample by Number of Firms Employed With

GROUP	NUMBER OF FIRMS EMPLOYED WITH				
	1 FIRM	2 FIRMS	3 FIRMS	4 FIRMS	5+ FIRMS
CONTINUING	56 (17.8%)	72 (22.9%)	85 (27.1%)	51 (16.2%)	50 (15.9%)
DROP-OUTS	40 (15.8%)	69 (27.2%)	46 (18.1%)	50 (19.7%)	49 (19.2%)
DIFFERENCE	2.0%	4.3%	9.0%	3.5%	3.3%

VALID OBSERVATIONS - 568 SIGNIFICANCE - NONE

NUMBER OF FIRMS EMPLOYED WITH

Table 25 illustrates the distribution of the sample by number of firms employed with, according to the percentage of students who remained at school beyond the first academic year.

The data in Table 25 does not reveal any consistent pattern, in any direction. Actual differences between the continuing and drop-out group were slight with the exception of the group of students who had worked for three firms which witnessed a proportionately higher continuing student rate, yielding a difference of 9.0% in favour of the continuing group. The data was not significant at the five percent level of confidence. From these observations it would seem reasonable to conclude that the number of firms the student has been employed with is not related to the decision to pursue studies for an additional year.

Findings from Report 2 do not reveal many cases of significance, however, there was a pattern suggesting that students who had worked with fewer firms attempted fewer credits than students who had worked with relatively more firms possibly because these students: (1) had a higher respect for education having a broader knowledge of the labour market requirements or (2) had a less specified idea of what area interested them, having entered relatively more jobs than other students who had worked with relatively fewer firms and chose to specialize in a particular field. Whatever the explanation for this trend witnessed in Report 2, Table 25 does not suggest a relationship between the two variables in concern.

TABLE NUMBER 26

Distribution of Sample by Length of Employment with Present Firm

GROUP	LENGTH OF EMPLOYMENT WITH PRESENT FIRM				
	1 YEAR	2 YEARS	3-5 YEARS	6-10 YEARS	10+ YEARS
CONTINUING	109 (34.3%)	79 (24.8%)	56 (17.6%)	30 (9.4%)	44 (13.8%)
DROP-OUTS	92 (36.8%)	39 (15.6%)	59 (23.6%)	26 (10.4%)	34 (13.6%)
DIFFERENCE	2.5%	9.2%	6.0%	1.0%	0.2%

VALID OBSERVATIONS - 568

SIGNIFICANCE - NONE

LENGTH OF EMPLOYMENT WITH PRESENT FIRM

Table 26 illustrates the distribution of the sample by the length of employment with present firm, according to the percentage of students who continued with their studies beyond their first academic year.

The data produced by Table 26, does not give rise to any sort of consistent pattern. Actual differences between the continuing and drop-out group for any given pattern, were slight with the exception of the group who had been employed for two years with their present firm, whereby, proportionately more students continued with their education, yielding a difference of nine percent in favour of the continuing group. The data did not reach the five percent level of significance. In view of these observations, it appears that the length of employment with present firm is not related to the decision to continue with studies beyond the first year.

Findings obtained from Report 2 indicate that the length of employment with present firm is not related to credits attempted/obtained and G.P.A. with the exception of the group who was employed with their present firm for one year or less, whereby a pattern did emerge. This group obtained lower G.P.A. scores than any other group, possibly due to: (1) job instability or (2) preoccupation with adjustment to new job.

However, in Table 26 this group ('1 year or less') did not have a much higher rate of drop-outs than continuing students. It may be that the two factors which possibly affected their academic achievement, in a negative way, had, a year later, been modified or totally eradicated through time.

TABLE NUMBER 27

Distribution of Sample by Importance of Present Job for Career Aspirations

GROUP	DEGREE OF IMPORTANCE OF PRESENT JOB FOR CAREER ASPIRATIONS			
	EXTREMELY	VERY	MODERATELY	NOT AT ALL
CONTINUING	58 (18.8%)	68 (22.1%)	111 (36.0%)	71 (23.1%)
DROP-OUTS	54 (22.6%)	70 (29.3%)	78 (32.6%)	37 (15.5%)
DIFFERENCE	3.8%	7.2%	3.4%	7.6%

VALID OBSERVATIONS - 547

SIGNIFICANCE - NONE

IMPORTANCE OF PRESENT JOB FOR CAREER ASPIRATIONS

Table 27 illustrates the distribution of the sample by degree of importance of present job for career aspirations, according to the percentage of students who remained at school for their second academic year.

The data produced in Table 27 presents a general pattern with two cases of noticeable differences. Students who claimed a relationship between present job and future occupational ambitions had a, proportionately, higher drop-out rate and in the case of the 'very important' group, the difference was 7.2% in favour of the drop-out group. Conversely, students who claimed a moderate or non-existant relationship between present job and future career aspirations had a, proportionately, lower drop-out rate, with the 'not-at-all' group yielding a difference of 7.6% in favour of the continuing group. Findings from Table 27, compliment results obtained from Report 2, whereby it was found that the more positive the correlation between the present job and career aspirations, the fewer the credits attempted/obtained. Hence, it would appear that students who take their job very seriously can not afford to devote as much time and energy to their studies as compared with students who see less potential in present jobs for the future.

TABLE NUMBER 28

Distribution of Sample by Importance of University Degree for Career Aspirations

GROUP	IMPORTANCE OF UNIVERSITY DEGREE FOR CAREER ASPIRATIONS			
	EXTREMELY	VERY	MODERATELY	NOT AT ALL
CONTINUING	154 (46.4%)	93 (28.0%)	66 (19.9%)	19 (5.7%)
DROP-OUTS	115 (43.7%)	90 (34.2%)	44 (16.7%)	14 (5.3%)
DIFFERENCE	2.7%	6.2%	3.2%	0.4%

VALID OBSERVATIONS - 595 SIGNIFICANCE - NONE

IMPORTANCE OF UNIVERSITY DEGREE FOR CAREER ASPIRATIONS

Table 28 illustrates the distribution of the sample by importance of university degree for career aspirations, according to the percentage of students who continued with their studies beyond the first academic year.

The data produced in Table 28 does not present any consistent pattern with cases of great difference between the continuing and drop-out group, suggesting that there is no relationship between the importance of a university degree for career aspirations and the decision to continue with studies after the first year.

Findings from Report 2 indicate that there is no significant relationship between the importance of a university degree for career aspirations and the number of credits attempted/obtained and G.P.A. Both Table 28 and Report 2 present somewhat unexpected findings. It would be predicted that students who saw a more positive relationship between the degree status and career aspirations would be: (a) more motivated to try harder at school; this motivation being reflected by the number of credits attempted and, possibly, obtained and (b) more persistent with their studies; this persistence being reflected by the drop-out/continuing rate, than students who claimed a moderate or insignificant relationship between the degree status and future career aspiration. However, this was clearly not the case.

TABLE NUMBER 29

Distribution of Sample by Employer Attitude Toward Taking University Courses

GROUP	EMPLOYER ATTITUDE TOWARD TAKING UNIVERSITY COURSES				
	VERY ENTHU-SIASTIC	ENTHU-SIASTIC	DOES NOT CARE	UNHAPPY	VERY UNHAPPY
CONTINUING	79 (26.0%)	100 (32.9%)	122 (40.1%)	1 (.3%)	2 (.7%)
DROP-OUTS	53 (21.6%)	109 (44.5%)	75 (30.6%)	4 (1.6%)	4 (1.6%)
DIFFERENCE	4.4%	11.6%	9.5%	1.3%	.9%

VALID OBSERVATIONS - 549 SIGNIFICANCE - 5%

EMPLOYER ATTITUDE TOWARD TAKING UNIVERSITY COURSES

The distribution of the sample by employer attitude toward taking university courses, according to the percentage of students who continued with their studies beyond their first year, is illustrated in Table 29. A proportionately larger percentage of students whose employer was very enthusiastic about their registering with courses, continued into their second year at school. Surprisingly, students who claimed their employer was enthusiastic about their academic activities had, proportionately, the highest drop-out rate, yielding a difference of 11.6 in favour of the drop-out group. Students who claimed their employer held a somewhat indifferent attitude towards their studies experienced the, proportionately, highest continuing rate with a difference of 9.5% in favour of the continuing group. The data in Table 29 reached significance at the five percent level of confidence.

Most observations brought out by Table 29, complement findings from Report 2 which indicate that the greater the employer enthusiasm toward student academic activities, the better the student's performance at school. In addition, it was found that an indifferent attitude on the part of the employer did not affect student performance at school. The somewhat incongruous finding in Table 29 is that students whose employer was enthusiastic, witnessed proportionately higher drop-out rates than any other group. In view of this unexpected finding it is difficult to ascertain what, it any, is the effect of employer's attitude upon the student's decision to remain at school after the first year.

TABLE NUMBER 30

Distribution of Sample by Yearly Income

GROUP	YEARLY INCOME				
	LESS THAN $3,000	$3,000-$6,000	$6,000-10,000	$10,000-15,000	$15,000+
CONTINUING	31 (9.7%)	142 (44.2%)	116 (36.1%)	29 (9.0%)	3 (.9%)
DROP-OUTS	20 (7.8%)	103 (40.2%)	98 (38.3%)	31 (12.1%)	4 (1.6%)
DIFFERENCE	1.9%	4.0%	2.2%	3.1%	.7%

VALID OBSERVATIONS - 577

SIGNIFICANCE - NONE

YEARLY INCOME

Table 30 illustrates the distribution of the sample by yearly income, according to the percentage of students who continued their studies beyond their first year. Actual differences between the continuing and drop-out group for any given income bracket are slight. In addition, the data did not reach significance. In view of these findings, it appears that the student's yearly income does not influence his decision to continue with or drop-out of school.

Report 2, produced findings which suggest that students who earn less than $3,000 a year attempt and obtain significantly more credits than any other group with one exception (credits attempted--$3,000 versus $15,000 attempt and obtain more credits). This pattern was accounted for by the possibly greater availability of time offered to a student who was presumably working on a part-time basis. However, in Table 30 the time availability factor does not seem to play a role in the student's decision to continue his studies.

TABLE NUMBER 31

Distribution of Sample by Extent Job Affects Ability to Perform as Student

GROUP	EXTENT JOB AFFECTS ABILITY TO PERFORM AS STUDENT				
	VERY HELP-FULL	HELP-FULL	MAKES NO DIFFERENCE	INTERFERES	INTERFERES BADLY
CONTINUING	21 (6.6%)	59 (18.4%)	100 (31.3%)	107 (33.4%)	33 (10.3%)
DROP-OUTS	14 (5.6%)	31 (12.4%)	92 (36.8%)	90 (36.0%)	23 (9.2%)
DIFFERENCE	1.0%	6.0%	5.5%	2.6%	1.1%

VALID OBSERVATIONS - 570

SIGNIFICANCE - NONE

EXTENT JOB AFFECTS ABILITY TO PERFORM AS STUDENT

Table 31 illustrates the distribution of the sample by extent job affects ability to perform as a student, according to the percentage of students who continued with their education beyond their first year.

The data produced by Table 31 reveals, on the whole, minor differences between the continuing and drop-out group. Students who found their job to be helpful, vis-a-vis, student performance had a difference of six percent in favour of the continuing group. Student who claimed that their ability to perform as a student was not affected by their job had, comparatively, more drop-outs than continuing students yielding a difference of 5.5% in favour of the former group. No clear-cut pattern emerges from the data, in addition to which the data did not reach a level of significance. Hence, it would appear that the student's relationship between job and academic studies does not influence his decision to remain at school for the second year.

TABLE NUMBER 32

Distribution of Sample by Extent Studies Affect Occupational Performance

GROUP	EXTENT STUDIES AFFECT OCCUPATIONAL PERFORMANCE				
	VERY HELP-FULL	HELP-FULL	MAKES NO DIFFERENCE	INTERFERES	INTERFERES BADLY
CONTINUING	30 (9.4%)	79 (24.8%)	170 (53.5%)	39 (12.2%)	0 (0.0%)
DROP-OUTS	17 (6.8%)	68 (27.2%)	140 (56.0%)	24 (9.6%)	1 (0.4%)
DIFFERENCE	2.6%	2.4%	2.5%	2.6%	0.4%

VALID OBSERVATIONS - 568 SIGNIFICANCE - NONE

EXTENT STUDIES AFFECT OCCUPATIONAL PERFORMANCE

Table 32 illustrates the distribution of the sample by extent studies affect occupational performance, according to the percentage of students who continued their studies beyond the first academic year.

The data produced in Table 32 does not present any consistent pattern with no cases of great difference between the continuing and drop-out group. In addition, the data was not significant at the five percent level of confidence. From these observations, it would seem reasonable to conclude that the extent which studies affect occupational performance is not related to the student's decision to pursue his education beyond the first academic year.

CHAPTER 6

RESIDENCE AND TRAVEL

This chapter examines housing and travel variables for their possible relationship with drop-out among part-time students. Housing variables studied include type and size of residence and its distance from the university. Travel factors examined include method of travel, the average length of travel time, the number of weekly trips to the university for purposes other than attending lectures, whether travel time could be used for study purposes, and the extent to which travel time interfered with the total amount of time available for study purposes.

TABLE NUMBER 33

Distribution of Sample by Type of Residence

GROUP	TYPE OF RESIDENCE				
	APARTMENT	TRIPLEX/ DUPLEX	BUNGALOW	HOUSE	OTHER
CONTINUING	166 (46.5%)	89 (24.9%)	27 (7.6%)	55 (15.4%)	20 (5.6%)
DROP-OUTS	134 (49.1%)	66 (24.2%)	25 (9.2%)	46 (16.8%)	2 (0.7%)
DIFFERENCE	2.6%	.7%	1.6%	1.4%	4.9%

VALID OBSERVATIONS - 630 SIGNIFICANCE - 5%

TYPE OF RESIDENCE

Table 33 illustrates the distribution of the sample by type of residence, according to the percentage of students who remained at school, beyond their first year.

The data reached significance at the five percent level of confidence, however, actual differences between the continuing and drop-out group for any given residence bracket are slight. The data does not create any observable pattern. In view of these observations, it would appear that the student's type of residence does not seriously affect his decision to pursue studies beyond the first year.

Findings from Report 2 complement these observations. The students' type of residence did not appear to influence the number of credits attempted/obtained or G.P.A.

TABLE NUMBER 34

Distribution of Sample by Number of Rooms in Dwelling

GROUP	NUMBER OF ROOMS IN DWELLING				
	1½ ROOMS	2-4 ROOMS	5-7 ROOMS	8-9 ROOMS	10+ ROOMS
CONTINUING	33 (9.4%)	133 (37.8%)	109 (31.0%)	51 (14.5%)	26 (7.4%)
DROP-OUTS	16 (5.9%)	109 (40.1%)	84 (30.9%)	35 (12.9%)	28 (10.3%)
DIFFERENCE	3.5%	2.3%	.1%	1.6%	2.9%

VALID OBSERVATIONS - 624

SIGNIFICANCE - NONE

NUMBER OF ROOMS IN DWELLING

Table 34 illustrates the distribution of the sample by the number of rooms in the student's dwelling, according to the percentage of students who pursued their studies beyond the first year.

The data produced by Table 34 does not demonstrate any observable pattern. In addition, actual differences between the continuing and drop-out group for any given bracket were slight. The data did not reach a level of significance. These observations suggest that the number of rooms in the student's dwelling is not related to his decision to continue with or drop-out of school.

TABLE NUMBER 35

Distribution of Sample by Distance Between Residence and University

GROUP	DISTANCE BETWEEN RESIDENCE AND UNIVERSITY				
	1 MILE OR LESS	2 MILES	3 MILES	4 MILES	5+ MILES
CONTINUING	43 (13.2%)	24 (7.4%)	36 (11.1%)	25 (7.7%)	197 (60.6%)
DROP-OUTS	28 (10.6%)	15 (5.7%)	27 (10.3%)	14 (5.3%)	179 (68.1%)
DIFFERENCE	2.6%	1.7%	.8%	2.4%	7.5%

VALID OBSERVATIONS - 588 SIGNIFICANCE - NONE

DISTANCE BETWEEN RESIDENCE AND UNIVERSITY

Table 35 illustrates the distribution of the sample by the distance between residence and university, according to the percentage of students who pursued their academic studies beyond the first year.

The data presented in Table 35 does not produce a consistent pattern. Actual differences between the continuing and drop out group were slight, with the exception of the difference obtained for the '5+ miles' group, which witnessed a proportionately, higher drop-out rate yielding a difference of 7.5% in favour of drop-outs. In addition, the data did not reach a level of significance.

It is interesting to note that although findings from Report 2 suggest no direct relationship between travelling distance and credits attempted/obtained and G.P.A. It was found that the group who were required to travel over four miles to school, did in fact, attempt significantly fewer credits than three or four other groups contrasted with. Report 2 suggested that this pattern of results could possibly be attributed to the fact that students who do live quite a distance from school are confronted by a time handicap and this has to come out from the total amount of spare time allotted for study purposes. Table 35 does indicate that students living over four miles away from school, have in fact, a proportionately higher drop-out rate. In view of observations from Report 2 and findings in Table 35; it may be tentatively inferred that large travelling distances are related to the decision to continue with studies beyond the first year. It may be that certain students who lived quite a distance from school, realized after their first year that they could not devote the time required to continue their studies.

TABLE NUMBER 36

Distribution of Sample by Method of Travel to School

GROUP	METHOD OF TRAVEL TO SCHOOL				
	BY FOOT	CAR	SUBWAY/ TRAIN/ BUS	COMBINATION OF TWO	COMBINATION OF THREE
CONTINUING	46 (13.0%)	107 (30.3%)	125 (35.4%)	58 (16.4%)	17 (4.8%)
DROP-OUTS	37 (13.7%)	85 (31.4%)	73 (26.9%)	67 (24.7%)	9 (3.3%)
DIFFERENCE	.7%	1.1%	8.5%	8.3%	1.5%

VALID OBSERVATIONS - 624 SIGNIFICANCE - 5%

METHOD OF TRAVEL TO SCHOOL

Table 36 illustrates the distribution of the sample by method of travel to school, according to the percentage of students who continued with their schooling for their second year of studies.

The data produced in Table 36 reveals only two cases of noticeable differences between the continuing and drop-out group: (1) those who used a combination of two methods of transport witnessed a proportionately higher drop-out rate, yielding a difference of 8.3% in favour of the drop-out group; (2) those who used either the subway, train or bus witnessed a proportionately, lower drop-out rate, yielding a difference of 8.5% in favour of the continuing group. The data reached significance at the five percent level and there does emerge a pattern from which a tentative relationship can be drawn.

Findings from Report 2 complement observations from Table 36, whereby it was found that the specific method of travel to school was not related to the number of credits attempted/obtained and G.P.A.

TABLE NUMBER 37

Distribution of Sample by Length of Travel Time to School

GROUP	LENGTH OF TRAVEL TIME TO SCHOOL		
	30 MIN. OR LESS	30 MIN. - ONE HOUR	1-1½ HOURS
CONTINUING	158 (44.9%)	161 (45.7%)	33 (9.4%)
DROP-OUTS	115 (42.6%)	136 (50.4%)	19 (7.0%)
DIFFERENCE	2.3%	4.7%	2.4%

VALID OBSERVATIONS - 622 SIGNIFICANCE - NONE

LENGTH OF TRAVEL TIME TO SCHOOL

Table 37 illustrates the distribution of the sample by length of travel time to school according to the percentage of students who continued with their studies beyond their first academic year.

The length of travel time does not appear to be related to the decision to remain at or drop-out of school after their first year. The data from Table 37 reveals slight differences between the continuing and drop-out group. In addition, the data did not reach a level of significance.

Findings from Report 2 indicate that travel time is related to the number of credits attempted and obtained in the group contrast between the two extreme travel-time groups, (30 minutes or less to one and a half hours). Hence, it may be that students who must travel long distances to school have less time to devote to studies, but none-the-less, do find the time to continue the relatively smaller course-load work.

TABLE NUMBER 38

Distribution of Sample by Number of Weekly Trips to University for Purposes Other than Attending Lectures

GROUP	NUMBER OF WEEKLY TRIPS TO UNIVERSITY FOR PURPOSES OTHER THAN ATTENDING LECTURES				
	0 TRIPS	1 TRIP	2 TRIPS	3 TRIPS	4+ TRIPS
CONTINUING	168 (49.4%)	99 (29.1%)	32 (9.4%)	23 (6.8%)	18 (5.3%)
DROP-OUTS	142 (55.5%)	51 (19.9%)	35 (13.7%)	21 (8.2%)	7 (2.7%)
DIFFERENCE	6.1%	9.2%	4.3%	1.4%	2.6%

VALID OBSERVATIONS - 596 SIGNIFICANCE - 5%

NUMBER OF WEEKLY TRIPS TO UNIVERSITY FOR PURPOSES OTHER THAN ATTENDING LECTURES

Table 38 illustrates the distribution of the sample by the number of weekly trips to the university for purposes other than attending lectures, according to the percentage of students who remained at school for their second year of academic studies.

The data produced in Table 38, resulting in significance at the five percent level of confidence, does not present any sort of consistent trend although, in cases, the difference between the continuing and drop-out group is worthy of mention. Students who came to the university only to attend lectures and for no other reason witnessed a proportionately lower continuing student rate, yielding a difference of 6.1% in favour of drop-outs. Students who came to the university, approximately once a week for 'non-lecture' purposes, had a proportionately higher continuing-student rate, yielding a difference of 9.2% in favour of the continuing group. Aside from these two cases, differences between the continuing and drop-out group were not very large.

In Report 2 it was found that, generally, the more the trips to school for 'non-lecture' purposes, the greater the number of credits attempted and obtained. This finding is in accordance with the assumption that the more credits the student attempts and, subsequently obtains, the greater the amount of time needed to devote for study purposes at the university for 'non-lecture' purposes. Since this may reflect how well the student is integrated into the academic environment of the school, it does predict whether a student will choose to stay or leave school after his first year.

TABLE NUMBER 39

Distribution of Sample by Whether Travel Time is Used for Study Purposes

GROUP	WHETHER TRAVEL TIME IS USED FOR STUDY PURPOSES	
	YES	NO
CONTINUING	80 (23.0%)	268 (77.0%)
DROP-OUTS	63 (24.5%)	194 (75.5%)
DIFFERENCE	1.5%	1.5%

VALID OBSERVATIONS - 605 SIGNIFICANCE - NONE

WHETHER TRAVEL TIME IS USED FOR STUDY PURPOSES

Table 39 illustrates the distribution of the sample by whether travel time is used for study purposes, according to the percentage of students who remained in school for their second academic year.

The data in Table 39, does not produce great differences between the continuing and drop-out group. The data did not reach a level of significance. In view of these observations, it would appear that the use of travel time for study purposes is not related to the student's decision to remain at school beyond the first year.

Findings from Report 2 suggest that students who do use travel time for study purposes attempt significantly more credits than students who don't presumably because they anticipate added time while travelling to devote to studies. However, they do not obtain more credits or higher G.P.A. scores, leading to the inference that students who do use travelling time for study purposes are not necessarily more motivated, academically, but maybe that travelling time circumstances and environment are personally conducive to study. In view of this possible explanation for findings in Report 2 it is conceivable that the use of travel time for study purposes is not related to the decision to continue with or drop-out of school after the first year.

TABLE NUMBER 40

Distribution of Sample by Value of Travel Time for Studies

GROUP	VALUE OF TRAVEL TIME FOR STUDIES	
	YES	NO
CONTINUING	52 (15.3%)	287 (84.7%)
DROP-OUTS	40 (15.4%)	220 (84.6%)
DIFFERENCE	0.1%	0.1%

VALID OBSERVATIONS - 599 SIGNIFICANCE - NONE

VALUE OF TRAVEL TIME FOR STUDY PURPOSES

Table 40 illustrates the distribution of the sample by the value of travel time for study purposes, according to the percentage of students who continued with their studies beyond the first year.

The data in Table 40 gives no indication that the perceived value of travel time for study purposes is related to the decision to remain or leave school. Actual differences between the continuing and drop-out group are slight and the data is not significant.

Findings from Report 2 suggest that students who positively value travel time for study purposes attempted and obtained significantly more credits than the other group who negatively valued travel time. It appears that the variable which may be influencing findings in Report 2 concerned with this item, namely value of time availability, is not related to the student's decision to remain at school for the second year. Clearly, the number of credits attempted and obtained as a result of greater/lesser time availability is not indicative of whether the student will drop-out of school in the second year.

TABLE NUMBER 41

Distribution of Sample by Extent Travel Time Interferes with Study Time

GROUP	EXTENT TRAVEL TIME INTERFERES WITH STUDY TIME				
	EXTREMELY	VERY MUCH	MODERATELY	SLIGHTLY	NOT AT ALL
CONTINUING	10 (2.9%)	17 (4.9%)	70 (20.1%)	69 (19.8%)	182 (52.3%)
DROP-OUTS	8 (3.0%)	19 (7.1%)	52 (19.3%)	37 (13.8%)	153 (56.9%)
DIFFERENCE	.1%	2.2%	.8%	6.0%	4.6%

VALID OBSERVATIONS - 617 SIGNIFICANCE - NONE

EXTENT TRAVEL TIME INTERFERES WITH STUDY TIME

Table 41 illustrates the distribution of the sample by extent travel time interferes with study time, according to the percentage of students who remained at school for their second academic year.

The data produced in Table 41 does not reveal any consistent trend to suggest there is a relationship between the two variables in concern. Actual differences between the continuing and drop-out group are slight and the data did not reach significance.

Findings from Report 2 indicate that the degree of interference travel time has upon study time is related to the number of credits attempted/obtained and G.P.A. A general pattern emerges from Table 44.3, Report 2 (Groups Contrasted on Criterion Variables According to Extent Travel Time Interferes With Study Time) whereby groups who claimed study time was extremely or very much affected by travel time, attempted/obtained fewer credits and lower G.P.A. scores than other groups whose travel time did not as seriously affect study time.

In view of the data accumulated from items concerned with travel time and its relationship with study time, both in Report 2 and this Report, certain observations can be made:

(1) Travel time appears to be related to achievement in school in so far as it can either decrease or increase the total amount of available time for academic pursuits.

(2) Students who value travel time for study purposes appear to profit from this added time in that they can afford to get more involved in their studies.

(3) However, the extent of time availability which seemed to be a predictor of academic involvement in the first year was not related to the decision to pursue studies beyond the first year. Thus, it appears that students who enroll in their first year have a fairly accurate estimate of the amount of time they can devote to their university program, and are not so likely to drop-out of school because travel time interferes with their academic pursuits. In short, it seems that students follow

a program which is tailored to the amount of spare time they can afford, but that travel time does not disrupt this program over two years, in so far as the drop-out rate did not significantly exceed the continuing rate.

CHAPTER 7

PARENTAL BACKGROUND

Attention was next turned towards an examination of relationship between persistence of part-time university students and their parental socio-economic and educational backgrounds. Factors studied include father's socio-economic status, country in which parents spent most of their lives, whether parents were living together, whether the student lived with his parents, parental level of education, and attendance of a sibling at a university.

TABLE NUMBER 42

Distribution of Sample by Father's Socio-Economic Status

GROUP	FATHER'S SOCIO-ECONOMIC STATUS				
	UPPER	UPPER-MIDDLE	MIDDLE	LOWER-MIDDLE	LOWER
CONTINUING	4 (1.3%)	37 (12.1%)	136 (44.6%)	96 (31.5%)	32 (10.5%)
DROP-OUTS	0 (0.0%)	30 (14.0%)	89 (41.6%)	70 (32.7%)	25 (11.7%)
DIFFERENCE	1.3%	1.9%	3.0%	1.2%	1.2%

VALID OBSERVATIONS - 519 SIGNIFICANCE - NONE

FATHER'S SOCIO-ECONOMIC STATUS

Table 42 illustrates the distribution of the sample by father's socio-economic status, according to the percentage of students who continued their studies for a second year.

The data produced in Table 42 reveals slight differences between the drop-out and continuing group for any given socio-economic bracket. In addition, the data was not significant. Table 42 indicates that the level of the father's socio-economic status is not related to the student's decision to continue studies beyond the first year.

Findings from Report 2 complement results obtained from Table 42. On the whole, it was noted that the paternal socio-economic status was not related to the number of credits attempted/obtained and G.P.A. The 'upper-class' group did achieve and perform at a much greater level than all other groups and in Table 42, this group did not have one drop-out case; however, this finding should not be regarded too seriously as the 'upper-class' group included a very small number of students and thus the data obtained from this group may not be generalizable.

TABLE NUMBER 43

Distribution of Sample by Country Mother Lived in Predominently

GROUP	COUNTRY MOTHER LIVED IN PREDOMINENTLY			
	CANADA	EUROPE	U.S.A.	OTHER
CONTINUING	183 (52.4%)	96 (27.5%)	9 (2.6%)	61 (17.5%)
DROP-OUTS	153 (58.2%)	66 (25.1%)	4 (1.5%)	40 (15.2%)
DIFFERENCE	5.8%	2.4%	1.1%	2.3%

VALID OBSERVATIONS - 612 SIGNIFICANCE - NONE

COUNTRY MOTHER LIVED IN PREDOMINENTLY

Table 43 illustrates the distribution of the sample by country mother lived in predominently, according to the percentage of students who continued with their studies beyond the first academic year.

The data produced in Table 43 does not reveal great differences between the continuing and drop-out group for any given country bracket. In addition the data was not significant at the five percent level. However, it is interesting to note that, despite the slight differences, the data does present the expected pattern. In this Report, Tables 3., 4., 5., and 6., (Distribution of Sample by: Nationality; Country of Birth; Mother Tongue; Home Language, respectively) complement observations gathered from Table 43. In all cases, Canadian-born students, nationalized Canadian citizens, English speaking or students whose mother-tongue is English and here, in particular, students whose maternal cultural background is primarily Canadian, all have a proportionately higher drop-out rate, as compared with 'Other' groups. Furthermore, it is interesting to note that in all of the Tables previously noted, including Table 43, all groups included except the Canadian had a, proportionately higher continuing than drop-out rate.

It must be mentioned that these observations, noted above, did not all reach a level of significance nor were actual differences between the continuing and drop-out group, all that large. However, in analyzing the data accumulated from items concerned with the student's culture, nationality and language a very definite pattern does emerge.

TABLE NUMBER 44

Distribution of Sample by Country Father Lived in Predominently

GROUP	COUNTRY FATHER LIVED IN PREDOMINENTLY			
	CANADA	EUROPE	U.S.A.	OTHER
CONTINUING	188 (53.9%)	91 (26.1%)	8 (2.3%)	62 (17.8%)
DROP-OUTS	156 (59.8%)	61 (23.4%)	4 (1.5%)	40 (15.3%)
DIFFERENCE	5.9%	2.7%	.8%	2.5%

VALID OBSERVATIONS - 610 SIGNIFICANCE - NONE

COUNTRY FATHER LIVED IN PREDOMINENTLY

Table 44 illustrates the distribution of the sample by the country father lived in predominently, according to the percentage of students who remained in school for their second academic year.

The data produced in Table 44 did not yield cases of great difference between the continuing and drop-out group and did not reach significance at the five percent level of confidence. However, a definite and consistent pattern does emerge which reinforces the hypothesis presented in the interpretation for Table 43. Students of Canadian origin and/or cultural background are demonstrating less enthusiasm and perseverence to continue studies as compared with other groups. As has been previously mentioned in this Report and Report 2, English-speaking Canadians with a Canadian culture tend to obtain lower G.P.A. scores than other groups. In addition, this group of students have, proportionately, the highest drop-out rate than any other group of students.

This pattern is in conformity with the well-established dynamics of immigration. People who have emigrated into Canada tend to profit more from facilities which lend themselves to upward social and economical mobility. Hence, the values associated to the educational experience by immigrants are quite different than the values held by established Canadians, who comparatively hold a much less enthusiastic position toward education.

TABLE NUMBER 45

Distribution of Sample by Parental Relationship

GROUP	PARENTAL RELATIONSHIP		
	LIVING TOGETHER	SEPARATED	DIVORCED
CONTINUING	247 (92.2%)	4 (1.5%)	17 (6.3%)
DROP-OUTS	191 (91.4%)	15 (7.2%)	3 (1.4%)
DIFFERENCE	.8%	5.7%	4.9%

VALID OBSERVATIONS - 477 SIGNIFICANCE - 1%

PARENTAL RELATIONSHIP

Table 45 illustrates the distribution of the sample by parental relationship, according to the percentage of students who pursued their education beyond the first year of studies.

The data produced in Table 45 was significant at the one percent level of confidence. Actual differences between the continuing and drop-out group were not large. Students whose parents were separated had the, proportionately, highest drop-out rate, yielding a difference of 5.7% in favour of the drop-out group. Students whose parents were divorced, witnessed the, proportionately, highest continuing rate, yielding a difference of 4.9% in favour of the continuing group. However, in view of the small differences, and the absence of any consistent pattern it would seem that the nature of the parental relationship is not strongly related to the student's decision to drop-out of or continue with studies after the first academic year.

Findings from Report 2 complement observations from Table 45, where it was found that the data did not present any type of consistent trend in any specific direccion, concluding that the nature of the parental relationship was not related to scholastic performance and achievement.

TABLE NUMBER 46

Distribution of Sample by Presence of Parent(s) at Home

GROUP	PRESENCE OF PARENT(S) AT HOME	
	ONE OR BOTH	ALONE
CONTINUING	89 (34.0%)	173 (66.0%)
DROP-OUTS	64 (34.2%)	123 (65.8%)
DIFFERENCE	.2%	.2%

VALID OBSERVATIONS - 449 SIGNIFICANCE - NONE

PRESENCE OF PARENT(S) AT HOME

Table 46 illustrates the distribution of the sample by presence of parent(s) at home, according to the percentage of students who continued their studies beyond the first year.

The data produced in Table 46 does not yield cases of great difference between the continuing and drop-out group, in addition to which the data did not reach significance at the five percent level of confidence. In view of these findings it would appear that the presence of one or both parents in the students' home is not related to his decision to stay on at school for the second academic year.

Findings from Report 2 indicate that students who live in the absence of one or both parents attempt significantly more credits and attain significantly higher G.P.A. scores than students who live with one or both parents. It would seem that parental influence and/or pressure which may possibly have affected results obtained in Report 2, do not play a role in the student's decision to pursue studies after the first year.

TABLE NUMBER 47

Distribution of Sample by Father's Level of Education

GROUP	FATHER'S LEVEL OF EDUCATION			
	ELEMENTARY SCHOOL	HIGH SCHOOL	UNIVERSITY	SPECIAL TRAINING
CONTINUING	137 (39.5%)	103 (29.7%)	45 (13.0%)	62 (17.9%)
DROP-OUTS	113 (42.8%)	63 (23.9%)	36 (13.6%)	52 (19.7%)
DIFFERENCE	3.3%	5.8%	.6%	1.8%

VALID OBSERVATIONS - 611

SIGNIFICANCE - NONE

FATHER'S LEVEL OF EDUCATION

Table 47 illustrates the distribution of the sample by father's level of education, according to the percentage of students who continued their studies beyond the first year.

The data produced in Table 47 does not yield cases of great difference between the continuing and drop-out group, nor does the data demonstrate any consistent trend in any direction. The data did not reach significance at the five percent level of confidence. In view of these observations, it seems that the father's level of education is not related to the student's decision to pursue his education beyond the first year.

Findings from Report 2 indicate that students whose father had only completed elementary school attempted and obtained significantly fewer credits than most groups and tended to attain lower G.P.A. scores than any other group. Report 2 suggests that fathers, they themselves, having had a limited education may hold a somewhat indifferent or even hostile attitude toward educational experience. In turn, this apathy and/or apprehension may be transmitted to the offspring. However, if indeed the students' value of education is related to the father's appreciation of education, it would be expected that students whose father had completed just the primary level of education, would have less motivation for and/or more apprehension towards continuing their studies and have a much higher drop-out rate. Table 47 does show that the 'elementary school' group had a higher drop-out rate, but the difference is slight and not as large as would be expected.

TABLE NUMBER 48

Distribution of Sample by Mother's Level of Education

GROUP	MOTHER'S LEVEL OF EDUCATION			
	ELEMENTARY SCHOOL	HIGH SCHOOL	UNIVERSITY	SPECIAL TRAINING
CONTINUING	150 (43.0%)	138 (39.5%)	17 (4.9%)	44 (12.6%)
DROP-OUTS	123 (46.2%)	111 (41.7%)	12 (4.5%)	20 (7.5%)
DIFFERENCE	3.2%	2.2%	.4%	5.1%

VALID OBSERVATIONS - 615

SIGNIFICANCE - NONE

MOTHER'S LEVEL OF EDUCATION

Table 48 illustrates the distribution of the sample by mother's level of education, according to the percentage of students who continued their studies beyond the first year.

The data produced in Table 48 does not reveal a consistent pattern in any direction, in addition to which differences obtained between the continuing and drop-out group were slight. The data did not reach a level of significance. From these observations, it can be concluded that the mother's level of education is not related to the student's decision to remain at or drop-out of school after the first year of studies.

In accordance with findings from Report 2 and results obtained from Table 47, in this Report, Table 48 confirms the assumption that the parental level of education possessed by both the student's father and mother is not related to performance at school in the first year except for students whose father completed elementary school only, and the student's decision to continue with studies into the second year.

TABLE NUMBER 49

Distribution of Sample by Sibling Attendance at University

GROUP	SIBLING ATTENDANCE AT UNIVERSITY	
	YES	NO
CONTINUING	105 (38.9%)	165 (61.1%)
DROP-OUTS	73 (35.6%)	132 (64.4%)
DIFFERENCE	3.3%	3.3%

VALID OBSERVATIONS - 475 SIGNIFICANCE - NONE

SIBLING ATTENDANCE AT UNIVERSITY

Table 49 illustrates the distribution of the sample by sibling attendance at university, according to the percentage of students who remained at school beyond the first year.

The data produced in Table 49 does not yield large differences between the continuing and drop-out groups. The difference was not significant at the five percent level of confidence. From these observations, it would seem reasonable to conclude, that sibling attendance at university is not related to the decision to remain or leave school after the first academic year.

Findings from Report 2 indicate that students whose siblings did attend university attempted/obtained significantly more credits and attained significantly higher G.P.A. scores than students whose siblings did not attend university. Report 2 suggests that these findings could be accounted for by the fact that the student whose sibling had attended university was better prepared for and more informed about the demands of the university program, having been advised by a brother or sister who was familiar with the academic environment. Another explanation for results offered in Report 2 was that the student may have gained motivation to achieve well at school from a highly enthusiastic sibling who reinforced his academic pursuits.

However, in this Report, Table 49 indicates that there is no relationship between the two variables in question. It may be that a sibling, having attended university is capable of facilitating the initial adaptation process for the student upon entry to university, however, sibling influence may soon dissipate once the student, himself forms his personal ideas about education. Maybe, by the end of the first year sibling aid, reinforcement, and persuasion is no longer effective as the student has personally experienced the university.

CHAPTER 8

FINANCIAL SUPPORT

This chapter examines the relationship between financial support variables and drop-out among part-time university students. Factors studied include whether the student received any financial support for his courses, the origin and degree of such support, whether the financial assistance was dependent upon successful completion of courses, the nature and amount of financial expenditure necessitated by university attendance, and the degree to which expenses disrupted budget.

TABLE NUMBER 50

Distribution of Sample by Financial Support of Courses

GROUP	FINANCIAL SUPPORT OF COURSES	
	YES	NO
CONTINUING	120 (35.1%)	222 (64.9%)
DROP-OUTS	90 (33.5%)	179 (66.5%)
DIFFERENCE	1.6%	1.6%

VALID OBSERVATIONS - 611 SIGNIFICANCE - NONE

FINANCIAL SUPPORT OF COURSES

Table 50 illustrates the distribution of the sample by financial support of courses, according to the percentage of students who remained at school for their second academic year.

The data produced in Table 50 does not reveal very large differences between the continuing and drop-out group. In addition, the data was not significant at the five percent level of confidence. Thus, it would seem that whether or not the student is offered financial assistance for courses is not a predictor of whether he will remain at school for the second year of studies.

Findings from Report 2 indicate that students who did receive financial assistance for courses did not perform at a higher level in school than students who did not receive financial aid. Presumably, students, prior to registering in a university program, have calculated the financial expenditure for courses and thus the question of finance is not related to achievement at school or continuation of studies.

TABLE NUMBER 51

Distribution of Sample by Origin of Financial Assistance

GROUP	ORIGIN OF FINANCIAL ASSISTANCE		
	EMPLOYER	GOVERNMENT	OTHER ORGANIZATION
CONTINUING	112 (95.7%)	2 (1.7%)	3 (2.6%)
DROP-OUTS	76 (89.4%)	5 (5.9%)	4 (4.7%)
DIFFERENCE	6.3%	4.2%	2.1%

VALID OBSERVATIONS - 202

SIGNIFICANCE - NONE

ORIGIN OF FINANCIAL ASSISTANCE

Table 51 illustrates the distribution of the sample by origin of financial assistance, according to the percentage of students who attended school for an additional year.

The data produced in Table 51 indicates that students who received financial assistance from their employer obtained a, proportionately lower drop-out rate than either of the other two groups, yielding a difference of 6.3% in favour of the continuing group. Students who received financial assistance from either the government or another organization both had a, proportionately, higher drop-out rate, although actual differences were slight.

Findings from Report 2 do not indicate that the source of financial assistance is related to credits attempted/obtained and G.P.A. However, it may be inferred from Table 54, although the data did not reach significance, that when the source of financial assistance is the student's employer, the student may be subject to more pressure to carry on with studies, if only to impress his employer. Or maybe, employer encouragement and positive reinforcement influence the student's decision to continue with studies.

TABLE NUMBER 52

Distribution of Sample by Degree of Financial Support

GROUP	DEGREE OF FINANCIAL SUPPORT				
	NONE	COST OF COURSE	50%	75%	OTHER
CONTINUING	34 (23.8%)	18 (12.6%)	47 (32.9%)	33 (23.1%)	11 (7.7%)
DROP-OUTS	32 (29.1%)	8 (7.3%)	44 (40.0%)	22 (20.0%)	4 (3.6%)
DIFFERENCE	5.3%	5.3%	7.1%	3.1%	4.1%

VALID OBSERVATIONS - 253

SIGNIFICANCE - NONE

DEGREE OF FINANCIAL SUPPORT

Table 52 illustrates the distribution of the sample by the degree of financial assistance, according to the percentage of students who pursued their studies beyond the first academic year.

Table 52 reveals findings, which although not statistically significant did produce noticeable differences between the continuing and drop-out group. Students who did not receive financial aid for courses witnessed a, proportionately, higher drop-out rate, yielding a difference of 5.3% in favour of the drop-out group. Students who were supported for the entire cost of course, had a, proportionately, lower drop-out rate yielding a difference of 5.3% in favour of the continuing group. Students who received support for 50% of the course fee had a higher drop-out rate, yielding a difference of 7.1% in favour of the drop-out group. The data indicates that students who were financially aided for the entire course or 75% of the course had a, proportionately, lower drop-out incidence than students who received no assistance or 50% course fee support. In view of these findings it can be suggested that the degree of financial assistance for courses may be related to the decision to remain at school for an additional year.

Findings from Report 2 suggest that the degree of financial assistance is not significantly related to number of courses attempted/obtained and G.P.A. In view of the data obtained from both Reports, it would seem that the degree of financial assistance is not an indicator of how well the student will perform at school or how many courses he will undertake. However, over the long-term period, the question of finance may be an important one and, thus, it could influence the student's decision to continue with studies.

TABLE NUMBER 53

Distribution of Sample by Whether Financial Assistance is Dependent Upon Course Completion

GROUP	WHETHER FINANCIAL ASSISTANCE IS DEPENDENT UPON COURSE COMPLETION	
	YES	NO
CONTINUING	107 (89.9%)	12 (10.1%)
DROP-OUTS	82 (92.1%)	7 (7.9%)
DIFFERENCE	2.2%	2.2%

VALID OBSERVATIONS - 208

SIGNIFICANCE - NONE

WHETHER FINANCIAL ASSISTANCE IS DEPENDENT UPON COURSE COMPLETION

Table 53 illustrates the distribution of the sample by whether financial assistance is dependent upon course completion, according to the percentage of students who pursued their studies beyond their first academic year.

The data produced in Table 53 does not reveal any consistent pattern with slight differences between the continuing and drop-out group. The data did not reach significance at the five percent level of confidence. From these observations it would seem reasonable to conclude that financial assistance's dependence upon course completion is not related to the student's decision to continue with studies after the first year.

Findings from Report 2 indicate that students who were required to complete courses in order to receive financial assistance attempted significantly fewer credits and tended to achieve at a lower scholastic level than students for whom financial assistance did not depend upon course completion. Pressures to pass a course because financial assistance is contingent upon course completion, may influence scholastic performance but clearly do not affect the decision to pursue academic studies for an additional year.

TABLE NUMBER 54

Distribution of Sample by Yearly Expenditure for Attending University

GROUP	YEARLY EXPENDITURE FOR ATTENDING UNIVERSITY				
	$50 - $150	$151 - $250	$251 - $350	$351 - $490	$490 +
CONTINUING	81 (25.3%)	47 (14.7%)	69 (21.6%)	64 (20.0%)	59 (18.4%)
DROP-OUTS	66 (27.6%)	57 (23.8%)	54 (22.6%)	28 (11.7%)	34 (14.2%)
DIFFERENCE	2.3%	9.1%	1.0%	8.3%	4.2%

VALID OBSERVATIONS - 559 SIGNIFICANCE - 1%

YEARLY EXPENDITURE FOR ATTENDING UNIVERSITY

Table 54 illustrates the distribution of the sample by yearly expenditure for attending university, according to the percentage of students who continued with their studies beyond the first academic year.

The data produced in Table 54 presents a consistent pattern with two cases of noticeable difference between the continuing and drop-out group. The smaller the yearly sum of money spent for university attendance, the higher the drop-out rate with the '$151 to $250' group, yielding a difference of 9.1% in favour of the drop-out group. Conversely, the greater the yearly expenditure, the lower the drop-out rate with the '$351 to $490' group, yielding a difference of 8.3% in favour of the continuing group. The data was significant at the one percent level of confidence. In view of the findings, it would appear that there does exist a relationship between the yearly expenditure for attending university and the decision to continue with studies beyond the first year at school.

Findings from Report 2 complement results obtained from Table 54 indicating that students who spend relatively more money for attending university tend to do better at school, maybe because a greater input of finance into school attendance gives the student an added responsibility to do well at school. Students who have a greater yearly expenditure at school are also registered with more courses which might be indicative of their motivation to successfully complete their education.

TABLE NUMBER 55

Distribution of Sample by Financial Support for School Expenditures

GROUP	FINANCIAL SUPPORT FOR SCHOOL EXPENDITURES				
	TUITION	TRANSPOR-TATION	TUITION AND TRANSPOR-TATION	BOOKS AND MEALS	ALL OF THE THESE
CONTINUING	3 (1.1%)	31 (11.9%)	16 (6.1%)	61 (23.4%)	150 (57.5%)
DROP-OUTS	3 (1.7%)	14 (7.8%)	10 (5.6%)	46 (25.6%)	107 (59.4%)
DIFFERENCE	.6%	4.1%	.5%	2.2%	1.9%

VALID OBSERVATIONS 441 SIGNIFICANCE - NONE

FINANCIAL SUPPORT FOR SCHOOL EXPENDITURES

Table 55 illustrates the distribution of the sample by financial support for school expenditures, according to the percentage of students who remained at school beyond their first academic year.

The data produced in Table 55 does not yield cases of great difference between the continuing and drop-out group, offering no consistent pattern in any direction. The data did not reach significance at the five percent level of confidence. From these observations it can be concluded that financial support for school expenditures is not related to the decision to continue with studies beyond their first academic year.

TABLE NUMBER 56

Distribution of Sample by Whether Expenses Disrupt Budget

GROUP	WHETHER EXPENSES DISRUPT BUDGET				
	EXTREMELY	VERY MUCH	MODERATELY	SLIGHTLY	NOT AT ALL
CONTINUING	51 (15.2%)	83 (24.7%)	98 (29.2%)	69 (20.5%)	35 (10.4%)
DROP-OUTS	28 (10.6%)	60 (22.8%)	87 (33.1%)	66 (25.1%)	22 (8.4%)
DIFFERENCE	4.6%	1.9%	3.9%	4.6%	2.0%

VALID OBSERVATIONS - 599 SIGNIFICANCE - NONE

WHETHER EXPENSES DISRUPT BUDGET

Table 56 illustrates the distribution of the sample by whether university expenses disrupt budget according to the percentage of students who remained in school beyond their first academic year.

The data produced in Table 56 does not give rise to any consistent trend, in addition to which, actual differences between the continuing and drop-out group were slight. The data was not significant at the five percent level of confidence. In view of these observations, it would seem reasonable to conclude that the degree of budget disruption as a consequence of school expenditure is not related to the student's decision to continue with his studies.

Findings obtained from Report 2 indicate that there is no direct observable relationship between degree of budget disruption and number of credits attempted/obtained and G.P.A.

CHAPTER 9

MARITAL AND FAMILY STATUS

This chapter examines the relationship between marital and family status variables and drop-out from part-time university studies. Factors examined include number of children in the family, level of education and occupation of the spouse, whether spouse is also taking university courses and her/his attitude towards courses taken by the student. Single student's dating habits, presence or absence of steady boyfriend/girlfriend, and if the student is engaged is studied for its relationship with drop-out.

TABLE NUMBER 57

Distribution of Sample by Number of Children

GROUP	NUMBER OF CHILDREN				
	0 CHILDREN	1 CHILD	2 CHIL-DREN	3 CHIL-DREN	4+ CHILDREN
CONTINUING	74 (47.1%)	36 (22.9%)	32 (20.4%)	10 (6.4%)	5 (3.2%)
DROP-OUTS	72 (49.3%)	28 (19.2%)	35 (24.0%)	9 (6.2%)	2 (1.4%)
DIFFERENCE	2.2%	3.7%	3.6%	.2%	1.8%

VALID OBSERVATIONS - 303 SIGNIFICANCE - NONE

NUMBER OF CHILDREN

Table 57 illustrates the distribution of the sample by number of children, according to the percentage of married or once married students who continued their studies beyond the first academic year.

The data produced in Table 57 does not reveal any consistent pattern, in addition to which, actual differences between the continuing and drop-out group were slight. The data did not reach significance at the five percent level of confidence. From these observations, it can be concluded that the number of children is not related to the student's decision to continue with studies beyond the first academic year.

Findings from Report 2 indicate that students who had four or more children did not attempt and obtain as many credits and attained lower G.P.A. scores as compared to all other groups, presumably due to the fact that this group of students had greater family preoccupations which may have afforded them less time and energy to devote to their academic studies. However, from results obtained in Table 57 it would appear that additional family commitment attributed to students with relatively more children is not a predictor of whether the student will choose to remain at school beyond the first year.

TABLE NUMBER 58

Distribution of Sample by Spouse's Occupation

GROUP	SPOUSE'S OCCUPATION				
	PROFESSIONAL	BUSINESS	TECHNICAL	TRADE	OTHER
CONTINUING	38 (25.7%)	66 (44.6%)	14 (9.5%)	5 (3.4%)	25 (16.9%)
DROP-OUTS	22 (17.3%)	60 (47.2%)	12 (9.4%)	2 (1.6%)	31 (24.4%)
DIFFERENCE	8.4%	2.6%	.1%	1.8%	7.5%

VALID OBSERVATIONS - 275 SIGNIFICANCE - NONE

SPOUSE'S OCCUPATION

Table 58 illustrates the distribution of the sample by spouse's occupation, according to the percentage of students who continued their education beyond their first academic year.

The data produced in Table 58 presents two cases of fairly large difference between the continuing and drop-out group; (1) students whose spouse was employed in a professional field had, proportionately, the lowest drop-out rate, yielding a difference of 8.4% in favour of the continuing group; (2) students whose spouse was employed in a field other than those stated witnessed, proportionately the highest drop-out rate, yielding a difference of 7.5% in favour of the drop-out group. Aside from these two cases, other differences were slight. The data was not significant at the five percent level of confidence.

Findings from Report 2 indicate that the spouse's occupation is not directly related to the number of credits attempted/obtained and G.P.A.

TABLE NUMBER 59

Distribution of Sample by Spouse's Level of Education

GROUP	SPOUSE'S LEVEL OF EDUCATION			
	ELEMENTARY SCHOOL	HIGH SCHOOL	UNIVERSITY	SPECIAL TRAINING
CONTINUING	11 (7.0%)	59 (37.3%)	49 (31.0%)	39 (24.7%)
DROP-OUTS	7 (4.9%)	91 (63.2%)	27 (18.7%)	19 (13.2%)
DIFFERENCE	2.1%	25.9%	12.3%	11.5%

VALID OBSERVATIONS - 302 SIGNIFICANCE - 1%

SPOUSE'S LEVEL OF EDUCATION

Table 59 illustrates the distribution of the sample by spouse's level of education, according to the percentage of students who remained in school beyond their first academic year.

The data produced in Table 59 presents large differences between the continuing and drop-out group with the exception of the 'elementary school' group, where the difference was slight. Students whose spouse had finished their high school level, witnessed the, proportionately highest drop-out rate, yielding a difference of 25.9% in favour of the drop-out group. Students whose spouse had attended university experienced a, proportionately lower drop-out rate, yielding a difference of 12.3% in favour of the continuing group. Students whose spouse had followed some kind of special training course had a, proportionately lower drop-out rate, yielding a difference of 11.5% in favour of the continuing group. The data was significant at the one percent level of confidence. In view of these observations there would appear to exist a relationship between the spouse's level of education and the student's decision to continue with his studies.

Findings from Report 2 indicate the students whose spouse had completed their high school level of education were attaining significantly lower G.P.A. scores than all other groups. However, the 'elementary school' group was not performing at a lower standard than any other group and furthermore, Table 59 does not indicate that the 'elementary school' group had a higher drop-out rate. Hence, it does not seem that the lower the spouse's level of education the greater the student-drop-out-rate. For some reason, which seems difficult to account for in view of the absence of a consistent trend students whose spouse had terminated their education at the secondary level appeared to be less academically motivated to pursue their studies after the first year.

TABLE NUMBER 60

Distribution of Sample by Whether Spouse is Taking University Courses

GROUP	WHETHER SPOUSE IS TAKING UNIVERSITY COURSES	
	YES	NO
CONTINUING	53 (35.3%)	101 (64.7%)
DROP-OUTS	35 (25.0%)	105 (75.0%)
DIFFERENCE	10.3%	10.3%

VALID OBSERVATIONS - 294 SIGNIFICANCE - 5%

WHETHER SPOUSE IS TAKING UNIVERSITY COURSES

Table 60 illustrates the distribution of the sample by whether spouse is taking university courses, according to the percentage of students who remained at school for their second academic year.

The data produced in Table 60 indicates that students whose spouse was taking university courses witnessed a, proportionately, lower drop-out rate, yielding a difference of 10.3% in favour of the continuing group. Students who spouse were not taking university courses had a, proportionately, higher drop-out rate, yielding a difference of 10.3% in favour of the drop-out group. The size of the difference between the drop-out and continuing group confirms an already well-established pattern and the data did reach significance at the five percent level.

TABLE NUMBER 61

Distribution of Sample by Spouse's Attitude Toward Taking University Courses

GROUP	SPOUSE'S ATTITUDE TOWARD TAKING UNIVERSITY COURSES			
	VERY ENTHU-SIASTIC	ENTHUSIASTIC	DOES NOT CARE	UNHAPPY
CONTINUING	76 (49.4%)	67 (43.5%)	7 (4.5%)	4 (2.6%)
DROP-OUTS	78 (54.5%)	54 (37.8%)	5 (3.5%)	6 (4.2%)
DIFFERENCE	5.1%	5.7%	1.0%	1.6%

VALID OBSERVATIONS - 297 SIGNIFICANCE - NONE

SPOUSE'S ATTITUDE TOWARD TAKING UNIVERSITY COURSES

Table 61 illustrates the distribution of the sample by spouse's attitude toward taking university courses, according to the percentage of students who continued with their studies beyond the first academic year.

The data produced in Table 61 does not reveal cases of great difference between the continuing and drop-out group, in addition to which the data does not present any sort of consistent trend. The data did not reach significance at the five percent level of confidence. From these observations it would seem reasonable to conclude that the spouse's attitude toward taking university courses is not related to the decision to remain at school beyond the first year.

Findings from Report 2 indicate that the spouse's attitude toward taking university courses was not related to the number of credits attempted/obtained and G.P.A. As explained in Report 2, a process of natural selection may be operating whereby the sample consists primarily of students whose spouse held a positive outlook towards academic studies. Students whose spouses did not approve of their studies comprised only 3.4% of the total married or once married sample. Hence, it is difficult to draw any conclusion from a sample which consists of a highly selective portion of the population.

TABLE NUMBER 62

Distribution of Sample by Single Student's Dating Habits

GROUP	SINGLE STUDENT'S DATING HABITS		
	NEVER DATE	OCCASSIONALLY DATE	REGULARLY DATE
CONTINUING	16 (9.1%)	76 (43.2%)	84 (47.7%)
DROP-OUTS	6 (5.3%)	56 (49.6%)	51 (45.1%)
DIFFERENCE	3.8%	6.4%	2.6%

VALID OBSERVATIONS - 289 SIGNIFICANCE - NONE

SINGLE STUDENT'S DATING HABITS

Table 62 illustrates the distribution of the sample by single students, according to the percentage of students who remained in school beyond their first academic year.

The data produced in Table 62 does not reveal any consistent trend, in addition to which the differences between the continuing and drop-out group were slight. The data did not reach significance at the five percent level of confidence. From these observations it can be concluded that the dating pattern of the single student is not related to the decision to remain at school for an additional year.

Findings from Report 2 indicate that the more frequently a student dates, the fewer the credits attempted and obtained. Students who never date or date occasionally, having fewer social commitments than a student who dates regularly may be donating more time to academic studies. However, it does not appear from findings in Table 62 that students who date more regularly have a higher drop-out rate as compared with students who date less frequently.

TABLE NUMBER 63

Distribution of Sample by Presence of Steady Boy/Girl Friend

GROUP	PRESENCE OF STEADY BOY/GIRL FRIEND	
	YES	NO
CONTINUING	87 (49.2%)	90 (50.8%)
DROP-OUTS	48 (41.7%)	67 (58.3%)
DIFFERENCE	7.5%	7.5%

VALID OBSERVATIONS - 292 SIGNIFICANCE - NONE

PRESENCE OF STEADY BOY/GIRL FRIEND

Table 63 illustrates the distribution of the sample, by presence of steady boy/girl friend, ac ording to the percentage of students who continued their studies beyond the first academic year.

The data produced in Table 63 indicates that students who did have a steady boy/girl friend experienced a, proportionately, lower drop-out rate, as compared with students who did not have a steady companion, yielding a difference of 7.5% in favour of the continuing group. The data did not reach significance at the five percent level of confidence, however, the size of the difference between the continuing and drop-out group is large enough to warrant mention.

Findings from Report 2 do not reveal statistically significant data, however, a trend does emerge to suggest that students who do have steady boy/girl friends tend to attempt and obtain fewer credits than students who do not have steady boy/girl friends. However, Table 63 indicates that students with greater social commitments vis-a-vis their steady companion do not have a proportionately higher drop-out rate. It may be that a steady companion diminishes the amount of free time a student can devote to studies, on the one hand, but that also, a steady boy/girl friend may stabilize the student's dating pattern which in turn adds a certain stability to the student's academic persuit. This is a highly speculative explanation for data which only presents a pattern in the absence of statistical significance, however, it could explain the somewhat unexpected findings in Table 63.

TABLE NUMBER 64

Distribution of Sample by Whether Student is Engaged

GROUP	WHETHER STUDENT IS ENGAGED	
	YES	NO
CONTINUING	10 (5.7%)	166 (94.3%)
DROP-OUTS	19 (16.8%)	94 (83.2%)
DIFFERENCE	11.1%	11.1%

VALID OBSERVATIONS - 289

SIGNIFICANCE - 1%

WHETHER STUDENT IS ENGAGED

Table 64 illustrates the distribution of the sample by whether the student is engaged, according to the percentage of students who pursued their education for the second year.

The data produced in Table 64 reveals statistically significant differences between the continuing and drop-out group. Students who were engaged witnessed a, proportionately, higher drop-out rate as compared with students who were not engaged, yielding a difference of 11.1% in favour of the drop-out group. From these observations it would seem reasonable to conclude that whether the student is engaged is related to the decision to remain at school for an additional year.

Findings from Report 2 indicate that students who were engaged tend to attempt and obtain fewer credits than students who were not engaged. The availability of time to devote to studies may be one factor which contributed to the results.

CHAPTER 10

CONCLUSIONS

Since this study is one of the first attempts to study factors affecting drop-out specifically among part-time university students, and since Sir George Williams Campus of Concordia University has an unusual academic and organizational set up for part-time education, it would be interesting to contrast the findings of the present study with those reported elsewhere. Other studies have, on the whole, focused upon either full-time students or students enrolled in off-campus extra-mural courses.

A curvilinear relationship between age and drop-out was found in this study with 20-25, 36-40 and 41+ groups showing higher drop-out while 26-30 and 31-35 groups showing higher persistence rate. Of the drop-out group 58.7% came from the 20-25 age group. This points towards an urgent need to investigate causes of drop-out, and remedial measures that could be undertaken, for this very young group. Since age spread among full-time undergraduate students is usually small, age as a variable has not generally been investigated for its relationship with drop-out among full-time students. The results of this study do not support the findings of Ulmer (1960) and Ulmer & Verner (1963) who found no significant age differences between drop-outs and persisters.

Although nationality did not bear a significant relationship with drop-out, country of birth did. Students who were born outside of

North America and Europe had a higher persistence rate while those born in Canada had a higher drop-out rate. The results are in harmony with research literature (Bhatnagar, 1970) which indicates that immigrants, on the whole, have higher motivation for education than the local population.

Two language factors were looked at. Mother-tongue or the language normally spoken by parents, and language normally spoken at home. In a country such as Canada, where large-scale immigration is of relatively recent origin, mother-tongue sometimes differs from language normally spoken at home. For example, Portuguese may be the mother-tongue in the sense that it is normally spoken by parents, English may be the language normally spoken by children at home when communicating with their parents or with each other. As it turned out, students whose mother-tongue or home language was other than English had a higher persistence rate while students whose mother-tongue and home language was English had a higher drop-out rate. It is interesting to note that having a language other than English as mother-tongue or home language is <u>not</u> a factor conducive to dropping-out of an English language university. Greater motivation among non-English speakers may account for these rather unexpected findings which have implications for university admission policies.

A greater proportion of married than single students dropped-out after first year of university studies. The findings are in accordance with previously reported research (Hunt, 1967; Beagle, 1970). Since married students do not obtain lower grades than single students

(Report 2), the greater incidence of drop-out among married students must be due to greater number of voluntary withdrawals rather than academic dismissals.

Students who took the minimum amount of course work (2 half courses or less) had a higher drop-out rate. The optimum course load in terms of persistence appears to be 5-6 half courses. When the data was looked at in terms of required courses taken rather than total course work, a similar pattern emerged. Those who took the minimum amount of required courses (2 half courses or less) had a high drop-out ratio while those who took 3-4 or 5-6 half courses had a higher persistence ratio. A similar pattern was obtained when student plans for the next academic year were examined. Those who anticipated taking between 3 and 6 half courses had a higher persistence rate while those who anticipated taking 2 half courses or less had a high drop-out rate. The findings form a consistent pattern. Drop-outs are characterized by a minimum academic involvement with the university while persisters show a moderate, but not excessive, course load. Although no studies could be traced that examined the relationship between the amount of course work undertaken and anticipated by the student, and drop-out, the general trend of research appears to suggest that integration into academic environment of the university is related to persistence (Bayer, 1968; Medsker & Trent, 1968; Spady, 1971). The results of the present study, thus, are consistent with the research in the area.

Data was produced to study the relationship between academic performance at the high school level and drop-out. Successful completion

of high school and not having repeated any high school grades were found to be positively related to persistence while high school grades and the type of high school attended did not bear any relationship with drop-out behaviour. It would appear that performance at the high school level is predictive of persistence with part-time university studies only at the lower end of the scale. Students who do relatively poorly at high school in the sense of having to repeat a grade or those who fail to graduate are more likely to drop out of the evening university. These findings are dissonant with other studies where it has been reported that grade performance in high school is related to persistence in college. (Chase, 1970; Blanchfield, 1971; Lawhorn, 1971; Astin, 1971). However, the present study partly confirms the results obtained by Eagle (1972) who reported no significant differences between drop-outs and persisters in high school average, high school curriculum, and type of high school attended.

The type of special training received prior to university entry was found to be highly related to drop-out/persistence after the first year. Students involved in technical, trade or electronics training had a high drop-out rate while those with commercial/secretarial and professional training had a high persistence rate. The higher persistence of students with professional training could be explained in terms of both the value of their training for university studies and the value of university degree for their professional careers. The higher persistence rate of commercial/secretarial training group is difficult to account for. It might be that a high proportion of these students were employed as secretaries in the university and were taking courses

on a part-time basis. This might explain their low drop-out rate.

The study found that students who started their part-time university studies immediately on completion of their high school had a relatively high drop-out ratio. The amount and the reasons for delay between high school completion and starting university, however were not found to have any relationship with drop-out. The results demonstrated that a student is more likely to complete his part-time university studies if he were not to embark upon his part-time university career immediately on finishing high school.

Evidence produced in this study indicates that the student's employment status (full-time, part-time or not gainfully employed) had no effect on his decision to continue his studies beyond the first year. An analysis of the nature of occupation revealed a higher persistence rate among those employed in business and commercial organizations and a higher drop-out rate among those employed in technical jobs. This finding is consistent with the one reported earlier where students who had training in commercial/secretarial areas prior to university entry had a higher persistence rate while those with prior training in technical, trade or electronics had a higher drop-out rate.

An examination of the relationship between job demands in terms of hours spent per week, and drop-out showed that only one group of students, those who worked 31-40 hours per week, had a relatively higher proportion of drop-outs. This study, thus, only partially confirms results reported by Willet (1973) who found no relationship between drop-out and the number of hours a student was employed.

Previous research has suggested that there are significant personality and attitudinal differences among college persisters and drop-outs (Pervin, Reik & Dalrymple, 1966). It has been reported that drop-outs tend to be more impulsive than persisters (Vaughan, 1968), lack flexibility in dealing with changing circumstances (Jones, 1955; Lavin, 1965), and are more unstable, more anxious and restless relative to their successful college counterparts (Grace, 1957; Grande & Simmons, 1967; Vaughan, 1968). Since personality and attitudinal variables carry over from one situation to another, one would expect significantly different job history of drop-outs and persisters. On the whole, drop-outs would be expected to have little supervisory responsibilities and would change jobs frequently. Such prediction was not borne out by results obtained in this study. No significant relationship was found between degree of supervisory function of the student's job, the number of firms he worked for, and drop-out. Either academic restlessness does not carry over to job situation, or the personality variables other researchers have commented upon do not carry the same weight in the institutional framework of Sir George.

A relationship between the number of years spent working and drop-out was discovered. Students who had worked 5 years or less had a higher persistence rate while those who worked more than 5 years had a higher drop-out rate. The data suggests that two years appears to be the optimum working experience for persistence with part-time undergraduate studies.

While studying relationship between employment factors and drop-out, an examination was made of the importance of the job held by the student,

and of obtaining the degree, for his future career aspirations. Neither of these variables showed a relationship with drop-out. This finding runs contrary to several reported studies (Spaeth, 1970; Kerbs, 1971; White, 1971) which found that the higher the value placed on college completion for career expectations the more likely the individual to stay in college. However, it must be kept in mind that these studies were dealing with full-time students yet to venture into the field of employment while a vast proportion of students in the present study were already employed for several years.

A rather strange relationship between employer attitude towards taking university courses and drop-out was discovered. If the employer 'did not care' one way or the other, or if he was 'very enthusiastic', the student was likely to persist, but if the employer was simply 'enthusiastic' the student was likely to drop-out. Neither job interference with ability to perform as a student nor interference between studies and occupational performance were found to be related to drop-out. This finding was rather unexpected. One would predict, on common sense grounds, that job-studies interference would be a major factor affecting a student's decision to continue or discontinue studies after the first year. Apparently, it is not.

Eckland (1964) found that college persisters are likely to be more affluent than drop-outs. Astin (1972) suggests that family income alone is increasingly becoming a poor predictor of college persistence. The results produced in this study do not establish any relationship between a student's yearly income and drop-out. The data, however, appears to

have become confused, through presence of a large number of housewives and part-time employees whose income did not reflect their true financial status. Yearly income which was intended here to be a measure of socio-economic and employment status failed to serve that purpose. Yet another indicator of socio-economic status, type and size of residence, was found not to be predictive of drop-out behaviour.

Although no statistically significant differences were obtained, there was, nevertheless, a trend for students who lived five or more miles away from the campus to drop-out more often. The students who used only one method of public transportation (metro, bus or train) had a higher persistence rate while those who used a combination of two such modes of transportation had a higher drop-out rate. Use of car for transportation was found to be unrelated to persistence at college. It would appear that greater amount of travel time and inconvenience involved in using a combination of two modes of public transport might have been the key factor. However, when the length of travel time was examined for its effect on drop-out, no significant relationship emerged. Students who had to travel over an hour to get to school did not drop-out more than those who could get there in less than 30 minutes. Further analysis revealed that neither the use of travel time for study purposes nor the importance attached to availability of such time for study purposes was related to persistence with part-time university studies. The degree of interference between travel and other available study time was also not found to be related to drop-out behaviour. It would appear that students whose travel time seriously interfered with their study time, made the extra effort to

make more study time available. On the whole, then, the various aspects of travel for study purposes were not found to have a significant influence upon the student's decision to continue or not to continue with his studies beyond the first year.

The general trend of research demonstrates that parental socio-economic status, in general terms, is positively related to persistence in college (Tinto, 1975). Specifically children from higher socio-economic families are more likely to persist at college (Sewell & Shah, 1967). The findings of the present study are dissonant with the research reported above. Socio-economic status of the parents was not found to be a factor related to drop-out. Similarly, parental level of education, or country in which they spent most of their lives, and persistence with part-time studies were found to be independent of one another. Not only did parental education not have any effect on persistence, attendance at a university by a sibling was found to be unrelated to drop-out. This, once again, conflicts with studies by Jaffe & Adams (1970) and Spady (1970), which primarily involve full-time students, and which report that college persisters are more likely to come from families whose parents are more educated. The divergence of results may well be the function of different sample characteristics. Parental socio-economic status and other family characteristics might be much more significant factors in case of younger full-time students than appears to be the case for part-time students.

Although parental level of education did not bear a relationship with drop-out, parental marital status did. Students whose parents were divorced had a higher persistence rate while students whose parents were separated had a higher drop-out rate. The total number of individuals in these two categories, however, was small. This conclusion should, therefore, be viewed as only tentative.

Financial support, whether it originated from the employer, government or other sources, whether it comprised less than 50%, 75%, or 100% of the tuition, whether it covered tuition, transportation, books, or all of these, and whether it was conditional upon successful completion of courses or not, was found to be independent of persistence with part-time undergraduate studies. It would appear that though financial assistance might ease the burden of the student somewhat, it could not be considered a major incentive for persisting with part-time studies. There are strong social and pedagogical reasons for vastly expanding the programme for financial assistance to part-time students. The results of this study, however, will not support arguments for expanding such programme because part-time students find it difficult to continue their studies without financial assistance. The results obtained here are somewhat surprising. On common sense grounds one would predict that financial factors would be a major cause of drop-out among part-time students. This is not the case. On the contrary, a strong relationship was found between yearly expenditure for attending university and persistence. More specifically, students who spent less than $150 per annum on university related expenses had the highest drop-out rate while those who spent $350 or more per annum had the highest persistence rate.

This finding is consistent with the finding reported previously where it was found that students who undertake the minimum amount of course work are more likely to drop-out. Festinger's theory of cognitive dissonance would predict that higher the level of an individual's investment in an institution, higher the level of that individual's perception of the value of membership in that institution. So if a student has a minimum investment in terms of time and money, he is not likely to value his membership of the university highly and, consequently, is likely to drop out. Conversely, a high investment of time, money, and energy will result in higher evaluation of the worth of membership in the university, and consequently, low drop-out. The findings of this study support such interpretation. It is interesting to note that although the degree to which a student's expenses disrupted his budget was not found to be significantly related to drop-out, the trend, nevertheless, was in the direction that would be predicted by Festinger. Students whose budget was "extremely" or "very much" disrupted, who in other words had to make a serious financial sacrifice in order to attend university, tended to persist while students whose budget was only "moderately" or "slightly" disrupted tended to drop-out.

As discussed earlier, for the part-time student, factors relating to his own spouse and children might be more important than his parental background. The data produced in this study suggests that family size per se, i.e. the number of children, was not related to drop-out from higher education. Students with large families persisted as much as students with small families. The occupation of spouse was also found

to be unrelated to persistence at college. Spouse's level of education, however, was highly related to drop-out. Students whose spouse had some form of post-secondary education were much more likely to persist than others. It is interesting to note that persistence among full-time students is related to parental level of education (Jaffe & Adams, 1970) and to spouse's and not parental level of education among part-time students. The findings are consistent if one looks at them in terms of ' immediate family' concept. For full-time students, parents form their immediate family but for part-time students his spouse and children are his immediate family.

Research had indicated that family attitude is an important variable in college persistence (Hackman & Dysinger, 1970). In light of the above comment about the immediate family, two indices of family attitude towards part-time education were looked at - spouse's attitude towards taking courses and whether he/she was also taking courses. In neither case a statistically significant relationship with college persistence emerged although there was a definite trend for students whose spouses were also taking courses to continue with studies into the second year.

In case of a single student, his dating habits and presence of a steady friend of opposite sex was not found to be related to drop-out. However, if the student was engaged, he was more likely to drop-out. Time and other commitments of the engaged student were perhaps responsible for this.

It is obvious that drop-out is a multidimensional phenomenon. No single factor could explain drop-out from higher education. Most of the research in this area has been conducted on full-time day students and much remains unknown about the nature of drop-out from part-time undergraduate studies. For this reason the present study had to be much more descriptive in orientation than the author would have liked. The need for further multidimensional analysis is apparent.

This study has clearly demonstrated a need for further research with specific focus upon part-time education. The dynamics of drop-out behaviour might well turn out to be different among full and part-time student populations. Results obtained here would tend to suggest that they are. Since recurrent education appears to be gaining momentum, explorations of the special characteristics of this field of endeavour would be well worth the effort. The present study, in many ways, was exploratory in nature. Many of the variables need to be cross-tabulated and examined. For example, the comparison between the drop-out rate of married vs. single students could be cross-tabulated by sex for a finer analysis. Such cross-tabulations, however, would have resulted in a massive final report. One of the purposes of the study was to interest other social scientists in this important field of education. It is hoped that others will follow up this study and will take off from the point this study has brought us.

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University Student Questionnaire

This is a scientific investigation concerned with examining the factors that influence the performance of part-time university students. Your responses to the following questions will be strictly confidential; they will serve only as a basis for completing this scientific study concerned with helping university students. We request your name only because a proportion of the students responding to this questionnaire will later be solicited to volunteer for a follow-up study. The return of this questionnaire is essential, in order that proper sampling procedures may be maintained.

Please respond to the following questions either by providing the appropriate answer (PLEASE PRINT) or by placing a tick ✓.

Name or Student Number _____

Age _____

Address _____

Telephone Number _____

Male _____ or Female _____

Nationality: Canadian ☐ Landed Immigrant ☐ Other (Specify) _____

1. What was your country of birth? _____
2. What is your mother tongue? _____
3. What language do you normally speak at home? _____
4. Are you single _____ married _____ divorced _____
   separated _____ widow _____ widower _____
5. How many courses are you currently enrolled in? _____
6. How many of these are required courses? _____
7. How many of these are optional courses? _____
8. What were your reasons for taking optional courses?
   (1) _____
   (2) _____
   (3) _____
   (4) _____
9. How many courses do you anticipate taking in the regular (i.e. fall-winter) session _____ and summer sessions _____ of this year?
10. Did you obtain your high school diploma? Yes _____ No _____

...2

11. If you have obtained your high school diploma, was there any delay (in years) between the time you received your high school diploma and the time you registered for university? Yes _____ No _____

12. If you answered "yes" to the above question, please specify the number of years between the time you received your high school diploma and the time you registered for university _____.

13. If there was a delay (in years) between the time you received your high school diploma and the time you registered for university, could you give any reasons that prevented you from enrolling sooner.

    (1) _____

    (2) _____

    (3) _____

    (4) _____

14. If you have received your high school diploma, specify your matriculation average mark (in per cent)_____.

15. Did you repeat any grades in high school? Yes _____ No _____

16. If you have obtained a high school diploma, please specify the type of school attended: private school _____ public high school _____ evening high school _____ correspondence _____ other _____

17. Did you take non-university courses or receive any other special training after high school but before entering university (e.g. Montreal Trade Schools, MTS or IBM courses)?

    (1) _____

    (2) _____

    (3) _____

18. What type of course or training was this? _____

    _____

19. What made you decide to take university courses? Number the factors (that apply to you) in order of importance. (1 indicates the most important, 2 the next most important and so on...)

Desire to learn and get educated _____
Family pressure _____
All your friends are taking courses _____
Desire to meet people _____
Job advancement _____
Job security _____
Increased salary (job) _____

20. List any other factors (not mentioned above) that influenced you or caused you to take university courses (briefly).

(1) _____
(2) _____
(3) _____
(4) _____
(5) _____

21. Are you currently employed? Yes _____ No _____

22. What is your occupation (if any)? _____

23. Do you work full-time _____ or part-time_____ ?

24. How many hours a week do you work: less than 10 hours _____ between 10-20 hours _____ 20-30 hours_____ 30-40 hours_____ 40-60 hours _____ 60 or more hours _____.

25. What is the function of your job position _____

_____

26. How long have you been working? _____

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27. How many companies or organizations have you worked for? _____

28. How long have you been employed with your present firm, company or organization? _____

29. How important is your present job for your career aspirations?
Extremely _____ Very _____ Moderately _____ Not at all _____

30. How important will the acquisition of a university degree be for your career?
Extremely _____ Very _____ Moderately _____ Not at all _____

31. If you are employed, what is the attitude of your employer toward your taking university courses:
very enthusiastic _____ enthusiastic _____ does not care _____
is unhappy about it _____ is very unhappy about it _____

32. Is your yearly salary (total): less than $3000 _____
between $3000 - 6000 _____ $6000 - 10,000 _____
$10,000 - 15,000 _____ $15,000 - 20,000 _____ $20,000 and up _____

33. To what extent does your job affect your ability to perform as a student?
Very helpful _____ helpful _____ makes no difference _____
interferes _____ interferes badly _____

34. To what extent do your studies affect your occupational performance?
Very helpful _____ helpful _____ makes no difference _____
interferes _____ interferes badly _____

35. In what type of residence do you live: apartment _____
triplex _____ duplex _____ bungalow _____ house _____ other _____

36. How many rooms are there in your place of residence? _____

37. Do you own a car? Yes _____ No _____

38. In what part of Montreal or surrounding suburb do you live? _____

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39. What is the approximate distance (in miles) between the area in which you live and the university? _____

40. How do you travel to school (tick more than one if necessary):
walk _____ car _____ subway _____ bus _____ train _____
bicycle _____

41. How long does it take you to travel to school: less than 30 minutes _____
30 minutes to 1 hour _____ 1 to 1 1/2 hours _____
1 1/2 to 3 hours _____ more than 3 hours _____

42. How many times a week do you have to travel to university to attend lectures? _____

43. In addition, on the average, how many times a week do you travel to university for purposes other than attending lectures? _____

44. Do you use the travelling time for study purposes? Yes _____ No _____

45. Do you find travelling time valuable for your studies? Yes _____ No _____

46. To what extent does travelling to and from the university interfere with your available study time: extremely _____ very much _____
moderately _____ slightly _____ not at all _____

47. What is (was) your father's occupation? _____

48. In what countries did your parents live most of their lives?
mother _____ father _____

49. If your parents are alive, are they: living together _____
separated _____ divorced _____

50. Do you live with your mother _____ and/or father _____

51. How much education does (did) your father have: elementary school _____
high school _____ university _____ special training (specify) _____
_____

52. How much education does (did) your mother have: elementary school _____
high school _____ university _____ special training (specify) _____
_____

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53. Did any of your siblings attend college? Yes _____ No _____

54. Do you or will you receive any financial assistance for the cost of your courses? Yes _____ No _____

55. If you do receive financial assistance for the cost of your courses, is this given to you by: your employer _____ the government _____ or other organization (specify) _____

56. How much financial assistance do you receive for the cost of your courses? _____

57. (a) If you do receive financial assistance for the cost of your courses, are you required to pass the courses in order to receive this financial assistance? Yes _____ No _____

(b) Would you take courses even if you were not given any financial assistance for the cost of the courses? Yes _____ No _____

58. What kind of expenses do you incur from your own pocket for attending university? _____

59. Approximately how much do you expect to spend per year from your own pocket for attending university? $_____

60. To what extent do these expenses disrupt your budget: extremely _____ very much _____ moderately _____ slightly _____ not at all _____

ON THE FOLLOWING PAGE PLEASE COMPLETE THE SECTION THAT APPLIES TO YOU .

MARRIED STUDENTS ONLY

61. Do you have any children? Yes _____ No _____
How many? _____

62. What is your spouse's occupation? _____

63. How much education does your spouse have: elementary school ___
high school _____ university _____ special training (specify)_
_____

64. Is your spouse currently taking any courses? Yes _____ No _____
What type of course is your spouse taking (specify) _____
_____

65. What is your spouse's attitude toward your taking courses. He/she is:
very enthusiastic _____ enthusiastic _____ does not care _____
is unhappy about it _____ is very unhappy about it _____

SINGLE STUDENTS ONLY

66. Do you date: Never _____ Occasionally _____ Regularly _____

67. Do you have a steady (boyfriend/girlfriend)? Yes _____ No _____

68. Are you engaged? Yes _____ No _____

69. How much education does your boyfriend/girlfriend/fiancé(e) have:
elementary school _____ high school _____ university _____
special training (specify) _____

70. Is your boyfriend/girlfriend/fiancé(e) currently taking any courses?
Yes _____ No _____

71. What is the attitude of your boyfriend/girlfriend/fiancé(e) toward your taking courses: very enthusiastic _____ enthusiastic _____
does not care _____ is unhappy about it _____ is very unhappy about it _____